



MY Academy

Regular Meeting of the Board of Directors

Published on December 5, 2025 at 6:43 PM PST

Date and Time

Thursday December 11, 2025 at 9:00 AM PST

Location

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

Join by telephone or via the Zoom conferencing link below:

Join Zoom Meeting

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

Dial by your location

+16694449171,,6224484724# US

+12532158782,,6224484724# US (Tacoma)

Meeting ID: 622 448 4724

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

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REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM
A. Call the Meeting to Order		Board President	1 m
B. Record Attendance		Board President	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Peter Matz, Member			
Larry Alvarado, Member			
II. Pledge of Allegiance			9:02 AM
A. Led by Board President or designee		Board President	1 m
III. Land Acknowledgment			9:03 AM
A. Land Acknowledgment Presented by Bill Dobson, Interim Director, Motivated Youth Academy		Bill Dobson	2 m
IV. Approve/Adopt Agenda			9:05 AM
A. Approve Agenda	Vote	Board President	1 m

	Purpose	Presenter	Time
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It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of December 11, 2025.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

V. Approve Minutes

9:06 AM

- | | | | | |
|-----------|---|-----------------|-----------------|-----|
| A. | Minutes of the Regular Meeting of the Board of Directors that was held on October 9, 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. | Minutes of the Study Session of the Board of Directors that was held on November 13, 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 _____

VI. Public Comments/Recognition/Reports

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

VII. Correspondence/Proposals/Reports 9:08 AM

- | | | | | |
|-----------|--|-----|---------------|-----|
| A. | School Highlights Presented by Bill Dobson, Interim Director, Motivated Youth Academy | FYI | Bill Dobson | 4 m |
| B. | Review of Motivated Youth Academy's 3rd Annual Meet Up at Safari Park by Cathy Strauss, Learning Facilitator, West Cluster | FYI | Cathy Strauss | 4 m |

Thanks to the generosity of the San Diego Zoo Wildlife Alliance, which provided the grant funding for this experience, students were able to participate in a hands-on lab focused on condors at the Arnold and Mabel Beckman Center for Conservation Research, home to the world's largest zoo-based multidisciplinary research team. Students were also able to explore the Safari Park at no cost.

In addition to the academic experience, the field trip gave students a meaningful opportunity to connect with one another. Students from each of the four geographical clusters MY Academy serves worked together during the lab. Existing relationships were strengthened, and new ones were formed as students collaborated in the lab and spent time exploring the Park together in the afternoon.

This Meet Up embodied MYA's theme for the 2025–2026 school year - Connect. Create. Commit. - and our collective charge to **RISE TOGETHER**.

VIII. Consent 9:16 AM

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

- | | | | | |
|-----------|---------------------------------------|------|-----------------|-----|
| A. | Consent - Business/Financial Services | Vote | Board President | 1 m |
|-----------|---------------------------------------|------|-----------------|-----|

	Purpose	Presenter	Time
1. Check Register - October 2025			
2. Check Register - November 2025			
B. Consent - Personnel Services	Vote	Board President	1 m
1. Approval of Certificated Personnel Report			
2. Approval of OneBridge Services Agreement (Renewal)			
C. Consent - Policy Development	Vote	Board President	1 m
Approval of existing board policies revised, reviewed, and eliminated by staff for the 2025-2026 school year			

Board Policies Reviewed:

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

5000 Series - Student Services

- MYA 5000 - Concepts and Roles
- MYA 5015 - Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
- MYA 5020 - Suicide Prevention Policy
- MYA 5030 - Immunization Policy
- MYA 5035 - Student Freedom of Speech and Expression Policy
- MYA 5045 - Acceptable Use Policy
- MYA 5050 - Academic Integrity Policy
- MYA 5060 - Acceleration Policy
- MYA 5070 - Transgender and Gender Nonconforming Student Nondiscrimination Policy
- MYA 5075 - Transcripts from Non-Accredited Schools Policy
- MYA 5085 - Communicable, Contagious, or Infectious Disease Prevention Policy
- MYA 5110 - Cell Phones, Pagers, & Other Electronic Signaling Devices Policy

Board Policies Revised:

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

5000 Series - Student Services

- MYA 5010 - Educational Records and Student Information Policy

Purpose

Presenter

Time

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

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

IX. Business/Financial Services

9:19 AM

- | | | | | |
|-----------|--|------|----------------|------|
| A. | Approval of 2025-2026 First Interim Financial Report | Vote | Roger Castillo | 12 m |
|-----------|--|------|----------------|------|

It is recommended the Board approve the 2025-2026 First Interim Financial Report for Motivated Youth Academy (#1628).

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

- | | | | | |
|-----------|--|------|--------------------------------------|------|
| B. | Approval of Annual Independent Auditors' Report for Motivated Youth Academy, Year Ended June 30, 2025 (Draft) - Prepared by CliftonLarsonAllen (CLA) | Vote | Lili Huang and Victoria Katje-Parker | 10 m |
|-----------|--|------|--------------------------------------|------|

It is recommended the Board approve the Annual Independent Auditors' Report - Year Ended June 30, 2025 (Draft) as presented, for Motivated Youth Academy (#1628).

Fiscal Impact: None.

Roll Call Vote:

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

X. Education/Student Services 9:41 AM

- A.** Approval of 2025-2026 School Plan for Student Achievement (SPSA) Vote Melissa Lato 4 m

It is recommended the Board approve the 2025-2026 School Plan for Student Achievement (SPSA) for Motivated Youth Academy (#1628).

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

XI. Personnel Services 9:45 AM

- A.** Approval of EdJoin.org Service Agreement (Renewal) Vote Bill Dobson 2 m

It is recommended the Board approve the EdJoin.org Service Agreement (Renewal) for Motivated Youth Academy (#1628).

Fiscal Impact: \$5,650.00

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

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

XII. Organizational Structure - Annual Meeting of the Board**9:47 AM**

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

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

Elections:

Board President: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

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

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

Elections:

Board Vice President: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

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

	Purpose	Presenter	Time
The Board will take action to elect a new Board Clerk.			
Elections:			
Board Clerk: _____			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
D.	Full Board Action In Lieu of Audit Committee, Fiscal Year 2025-2026	Vote Bill Dobson	1 m
An annual independent financial audit of the books and records of Motivated Youth Academy will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m).			
It is recommended the Motivated Youth Academy Governing Board oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs as a full Board for Motivated Youth Academy (#1628).			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
E.	Approval of Motivated Youth Academy Board of Directors Manual Revisions	Vote Bill Dobson	2 m
It is recommended the Board approve the revisions to the Board of Directors Manual as presented for Motivated Youth Academy (#1628).			
Roll Call Vote:			
William Hall			

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

XIII. Calendar

The next scheduled meeting of the Board of Directors will be held on January 8, 2026.

XIV. Comments **9:59 AM**

A.	Board Comments	Discuss	Board President	5 m
B.	Interim Director and CEO Comments	Discuss	Bill Dobson	2 m

XV. Closing Items **10:06 AM**

A.	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 _____

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

Coversheet

Land Acknowledgment Presented by Bill Dobson, Interim Director, Motivated Youth Academy

Section: III. Land Acknowledgment
Item: A. Land Acknowledgment Presented by Bill Dobson, Interim Director,
Motivated Youth Academy
Purpose:
Submitted by:
Related Material: Land Acknowledgment 2.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 October 9, 2025

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

APPROVED



MY Academy

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday October 9, 2025 at 9:00 AM

Location

Teleconference Location:

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

Join Zoom Meeting:

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

MISSION STATEMENT

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Directors Present

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

Directors Absent

None

Guests Present

B. Dobson (remote), G. Lenz (remote), M. Jones (remote), M. Lato (remote), R. Castillo (remote), Sarina Laff (remote), T. DeJesus (remote), T. Tautou (remote)

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of MY Academy to order on Thursday Oct 9, 2025 at 9:06 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Approve Agenda

P. Matz made a motion to Approve Agenda.

M. Humphrey seconded the motion.

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

Roll Call

W. Hall Aye

M. Humphrey Aye

P. Matz Aye

S. Fraire Aye

L. Alvarado Aye

III. Approve Minutes

A.

Minutes of the Regular Meeting of the Board of Directors that was held on September 11, 2025

M. Humphrey made a motion to approve the minutes from Regular Meeting of the Board of Directors on 09-11-25.

L. Alvarado seconded the motion.

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

Roll Call

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

IV. Consent

A. Consent - Business/Financial Services

B. Consent - Education/Student Services

C. Consent - Personnel Services

D. Consent - Policy Development

L. Alvarado made a motion to Consent items A through D.

M. Humphrey seconded the motion.

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

Roll Call

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

V. Education/Student Services

A. Approval of 2025-2026 Memorandum of Understanding (MOU) with San Diego Afghan Connections Cultural Center

S. Fraire made a motion to Approval of 2025-2026 Memorandum of Understanding (MOU) with San Diego Afghan Connections Cultural Center.

M. Humphrey seconded the motion.

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

Roll Call

L. Alvarado	Aye
M. Humphrey	Aye

Roll Call

P. Matz	Aye
S. Fraire	Aye
W. Hall	Aye

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:26 AM.

Respectfully Submitted,
G. Lenz

Documents used during the meeting

None

FOR MORE INFORMATION

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

Coversheet

Minutes of the Study Session of the Board of Directors that was held on November 13, 2025

Section:	V. Approve Minutes
Item:	B. Minutes of the Study Session of the Board of Directors that was held on November 13, 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board of Directors Study Session on November 13, 2025

APPROVED



MY Academy

Minutes

Board of Directors Study Session

Date and Time

Thursday November 13, 2025 at 9:00 AM

Location

This meeting will be held virtually.

Join Zoom Meeting

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

Meeting ID: 622 448 4724

One tap mobile

+13462487799,,6224484724# US (Houston)

+16694449171,,6224484724# US

Teleconference Locations:

1545 Apache Drive

Chula Vista, CA 91910

1185 Calle Dulce

Chula Vista, CA 91910

1420 E. Palomar Street

Chula Vista, CA 91913

25 Kingston Court E.

Coronado, CA 92118

39251 Camino Las Hoyas
Indio, CA 92203

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Directors Present

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

Directors Absent

M. Humphrey

Guests Present

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

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of MY Academy to order on Thursday Nov 13, 2025 at 9:00 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Approval of the Agenda for November 13, 2025 Board of Directors Study Session

S. Fraire made a motion to Approve/Adopt Agenda.

L. Alvarado seconded the motion.

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

Roll Call

S. Fraire Aye

L. Alvarado Aye

W. Hall Aye

M. Humphrey Absent

P. Matz Aye

III. Consent

A. Consent - Business/Financial Services

S. Fraire made a motion to Approve Consent items.

P. Matz seconded the motion.

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

Roll Call

M. Humphrey Absent

P. Matz Aye

L. Alvarado Aye

S. Fraire Aye

W. Hall Aye

IV. Personnel Services

A. Approval of Revised Declaration of Need (DON)

S. Fraire made a motion to Approve of Revised Declaration of Need (DON).

P. Matz seconded the motion.

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

Roll Call

S. Fraire Aye

L. Alvarado Aye

M. Humphrey Absent

W. Hall Aye

P. Matz Aye

B. Approval of Provisional Internship Permit(s) and Compensation for Certificated Staff

S. Fraire made a motion to Approve Provisional Internship Permit(s) and Compensation for Certificated Staff.

L. Alvarado seconded the motion.

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

Roll Call

S. Fraire Aye

M. Humphrey Absent

P. Matz Aye

L. Alvarado Aye

W. Hall Aye

V. 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 9:25 AM.

Respectfully Submitted,
G. Lenz

Documents used during the meeting

None

FOR MORE INFORMATION

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Motivated Youth Academy.

Coversheet

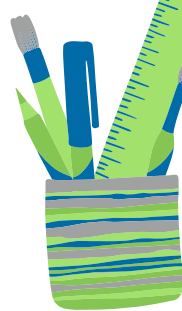
School Highlights Presented by Bill Dobson, Interim Director, Motivated Youth Academy

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



MOTIVATED YOUTH

ACADEMY



Enrollment

School Highlights | December 2025

2025-2026 Enrollment (as of 11/30/2025)

Total Enrolled - 347

Track E

July 1, 2025 - November 30, 2025

- 19 Enrolled
 - 1 - Imperial County
 - 0 - Orange County
 - 5 - Riverside County
 - 13 - San Diego County

Track G

September 23, 2025 -
November 30, 2025

- 43 Enrolled
 - 1 - Imperial County
 - 3 - Orange County
 - 8 - Riverside County
 - 31 - San Diego County

Track F

August 25, 2025 - November 30, 2025

- 285 Enrolled
 - 8 - Imperial County
 - 12 - Orange County
 - 47 - Riverside County
 - 218 - San Diego County

Important Dates

- MYA Board Meeting: Thursday, January 08, 2026, from 9:00 – 10:00 am
- On the Fly at MYA Webinar: Thursday, December 18, 2025, from 1:00 – 1:45 pm

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

- Develop the engagement of Educational Partners in Continuous School Improvement
- Monitor progress on the implementation of the Schoolwide Action Plan
- Review the action plan frequently during the school year
- Celebrate all that has been accomplished



Organization for Student Learning:

Vision, Leadership, Resources and Professional Learning



MY Academy Staff Participated In:

Association of California School Administrators (ACSA)

- Region 18 East County School Leadership Association (In Person)
- Capitol Update Webinar: AB414 Legislative Update (Virtual)

California Charter School Association (CCSA)

- First Fridays with Myrna (Virtual)

California Department of Education (CDE)

- Advisory Commission on Charter Schools (ACCS) (Virtual)
- Informational Webinar: Supporting Immigrant Students and Families (Virtual)

Capital Advisors

- State Budget & Legislative Update (Virtual)

Charter Authorizer Support Initiative (CASI)

- Charter Chats (Virtual)
- Quarterly Training (Virtual)

Charter School Development Center (CSDC)

- '25 Conference (In Person)
- Advocacy Affinity Group (Virtual)
- Dashboard Alternative Status School (DASS) Advocacy Group (Virtual)

Office of Youth and Community Restoration (OYCR)

- Youth Justice Action Webinar (Virtual)

Reaching At Promise Students Association (RAPSA)

- RAPSA Forum (In Person)

San Diego County District Attorney

- One Safe Place South Partner Orientation (In Person)

San Diego County Office of Education (SDCOE)

- Charter School CBO Council (Virtual)
- Community of Alternative Education Leaders (CAEL) (In Person) (Virtual)
- CSI/DA Alt-Ed Affinity Group (Virtual)
- Regional Gathering for Alternative Education Leaders (Virtual)
- State and Federal Programs Updates (Virtual)

Young, Minney, Corr

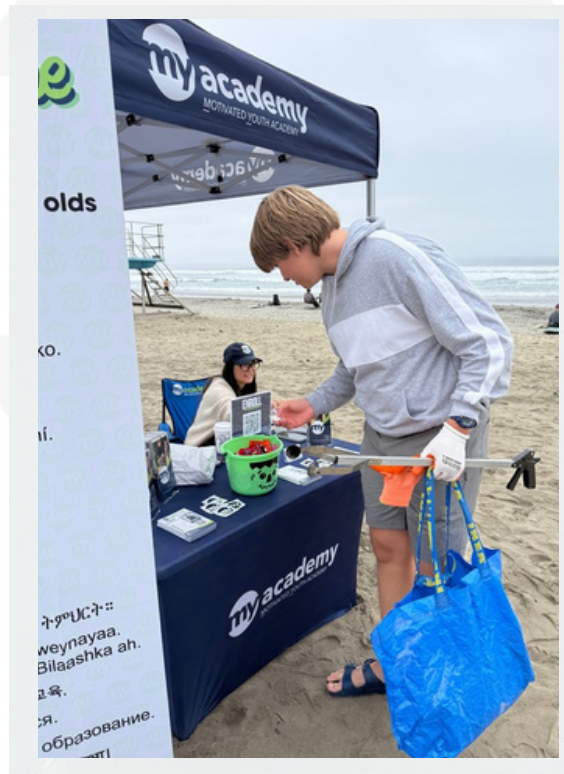
- Are You Ready? New Laws & Cases: 2026 Edition (Virtual)



Vision, Leadership, Resources and Professional Learning

Shared by Learning Facilitator, Ms. Chavers:

On Friday, November 1, members of the MYA community participated in the Oceanside Beach Cleanup event. The event provided a great opportunity to share MY Academy's mission, answer questions, and increase awareness of the program within the community.



Curriculum, Teaching and Learning, and Assessment

Shared by Learning Facilitator, Ms. Hensley:

On October 3rd, MY Academy staff participated in the One Safe Place Community Outreach Event at the new National City location. It was a wonderful opportunity to introduce our programs to the community and share the services we offer to support families and students.

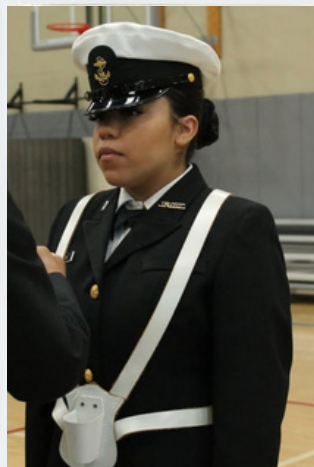
We also connected with other local organizations, building relationships that could provide additional resources for the families we serve. By fostering these connections, MY Academy is better positioned to leverage community partnerships and strengthen the network of support available to our students and families.



Rigorous and Relevant Curriculum

Shared by Learning Facilitator, Ms. Fredericks:

The student who wrote this is actively involved in the Civil Air Patrol and plans to become a member of the Air Force when she graduates. She is quite the leader and will be giving a presentation to students on how they can become involved in the military, JROTC, Civil Air Patrol, etc, this fall. Please click the third image below on the right.



[overcoming a challenge]

I cannot ever put into perspective how my first year of high school went. There were times where I felt it was worse than middle school, other times I was incredibly grateful to have what I had. That is a very strong word. Something reminding you of what once was, what could have been, something that has passed and cannot be changed. I remember stepping into each classroom. There was one class that caught my eye the most, a completely different environment from the rest of my classes. I probably needed a hug and guidance, instead I joined JROTC.

At the beginning of my freshman year, I felt trapped. I used to not know how to say no, I no longer felt happy with the person I used to be because with it was an on-and-off relationship. I kept going back and forth, thinking it would be different. It never was. After a messy ending, the only thing I found comfort in was JROTC. It was amazing, learning and growing to be a leader. This program was saving me. I was promoted through ranks in no time, using the best of my abilities to lead others as well. I quickly found someone else I thought I connected with very well. I brought myself someone else, knowing I was not healed enough. At first, things went extremely well. For the first time in years, I was with someone I genuinely wanted to be with, someone I was attracted to both physically and emotionally. I thought we were perfect; we looked so good together. Eventually, I learned something about him I was never supposed to know. I wish I could have seen past it, I wish I had never learned about it in the first place. I still stand. Hating things would go back to normal. But what else could he have been lying to me about? I realized I was turning into the person who hurt me first, and eventually, I hurt someone else. Later on, after our breakup, he saw someone else as quickly as I found him. What I did to him came back to me much quicker. It affected how I performed in the programs I was in, badly. I was at my lowest point, it's clear my instructors took notice. I was sat down, and removed from all the teams I was on, the competition I was supposed to attend. My self-esteem was taken, and no opportunities were taken. These past few months, I have been learning to heal and grow. To never let myself get taken advantage of ever again. It taught me something. If I had the mind I have now, I wouldn't have made the mistakes I made then. But if I didn't make the mistakes I made back then, I wouldn't have the mind I have now. I decided



Shared by Learning Facilitator, Ms. Fredericks:

This student just published her website that we created in graphic design. Make sure to press on the tabs on the top right, like "gallery/ portfolio" to see pics of her ROTC experience. We will continue to add to this site throughout the year. Please click the image on the right.



Rigorous and Relevant Curriculum

// Shared by Learning Facilitator, Ms. Hensley:

In alignment with our focus on utilizing community resources to enrich the curriculum and support families, MY Academy facilitated a vital Anti-Drug and Alcohol Presentation for staff and families. This powerful and informative event featured guest speaker Rocky Herron, an Alcohol and Other Drug Ambassador from the San Diego County Office of Education. This partnership provided the school community with direct access to highly credible, professional expertise for critical preventative education.



// Shared by Learning Facilitator, Mr. Martinez:

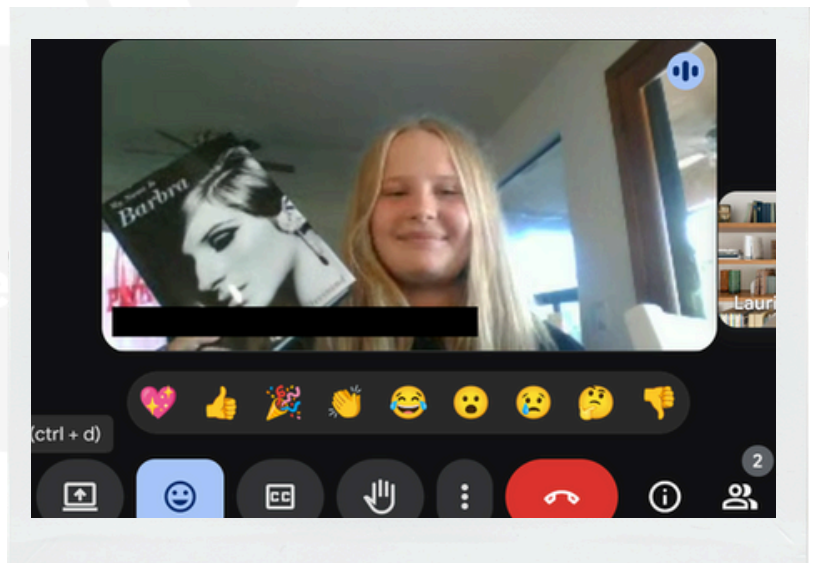
This student built a science experiment where he created his own tornado. The student is interested in meteorology and wants to study tornadoes as a storm chaser. Please click the image on the right.



Rigorous and Relevant Curriculum

//
Shared by Learning Facilitator, Ms. Siegel:

Learning Support Assistant has been working with a 10th-grade student with her English 10A/IEP reading goals. The student chose a 965-page autobiography by Barbra Streisand as her first reading assignment. With her parents' and learning facilitator's guidance, she is learning new vocabulary words, paraphrasing citations, noting metaphors, and gaining practical knowledge about real-world situations. The student told me that, before this school year, she did not like reading or writing. Now, she is enjoying both of them and continues to do so in her free time. Consistent reading builds foundational cognitive abilities that support learning across all subjects and foster a lifelong habit of critical thinking and emotional intelligence. //



Rigorous and Relevant Curriculum

Shared by Learning Facilitator, Ms. Mallory:

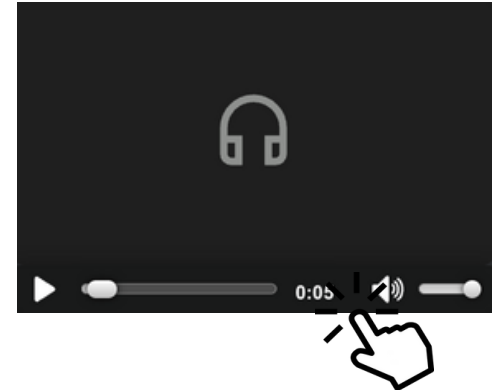
MY Academy students at the Campo Education Center were engaged in a hands on Biology lesson about the differences in animal and plant cells. Students learned about the structures and functions of the cells by drawing pictures, taking notes and creating a clay model of a cell. The students were amazed by the intricate systems inside of each one of these billions of cells in our body.



Rigorous and Relevant Curriculum

// Shared by Learning Facilitator, Ms. Brock:

This student has become more socially isolated in recent years and stated that she doesn't go to anyone to talk about her problems or seek advice. So we decided to explore the question of whether social connection is important and how it impacts humans. She moved quickly through a module we created in Headrush and opted to do an oral presentation for her final project: Wired for Connection. Please click the image on the right.



// Shared by Learning Facilitator, Ms. Hensley:

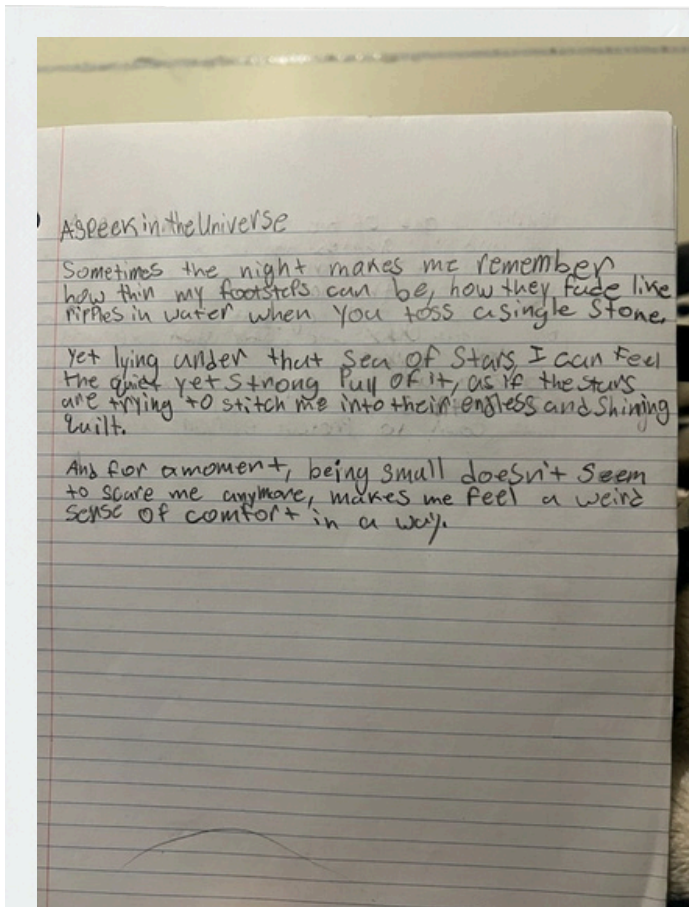
Recently, Learning Facilitators, counselors, staff, and students from the South and West clusters toured Grossmont Community College and shared a pizza lunch. This on-site experience invigorated students, informing them of the resources the school offers and reinforcing the goal of attending college after graduation. The tour was also a strong motivator to enroll in Dual Enrollment. One 10th grade student even expressed her intention to enroll in in-person courses at Grossmont College for the Spring 2026 semester.



Rigorous and Relevant Curriculum

//
Shared by Learning Facilitator, Ms. Brock:

The student's science assignment integrated English and her love of art. She created a model of the solar system and wrote a poem called A Speck in the Universe about what it feels like to be a part of something so vast. She will continue to modify the model to show the relative distance between the planets, also adding in other stars and galaxies.



Effective Instruction and Student Engagement

MY Academy Staff Participated In:

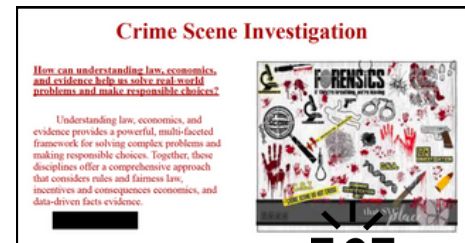
San Diego County Office of Education (SDCOE)

- Community of Alternative Education (CAEL) North Region Site Visit @ Murray High School (In Person)



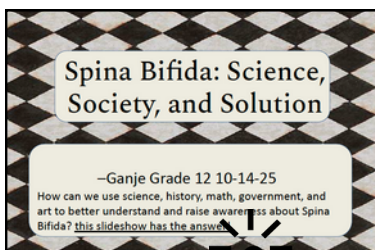
Shared by Learning Facilitator, Ms. Ganje:

I'm excited to share a student-led Crime Scene Investigation project, guided by the question: "How can understanding law, economics, and evidence help us solve real-world problems and make responsible choices?" The student explored legal procedures, economic impacts, and evidence analysis, culminating in a detailed report and presentation. This project highlights how interdisciplinary, hands-on learning helps students apply classroom knowledge to real-world problem solving. Please click the image on the right.



Shared by Learning Facilitator, Ms. Ganje:

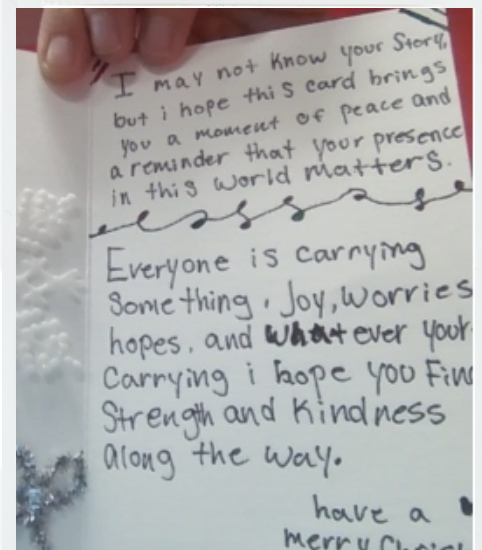
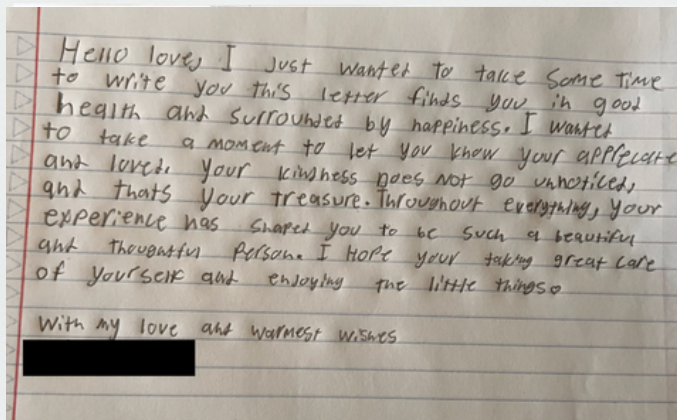
I'm excited to share a student-led project on Spina Bifida, framed by the question: "How can we use science, history, math, government, and art to better understand and raise awareness about Spina Bifida?" The student explored the biology of neural tube development, historical treatment of disabilities, data analysis, public policy, and created visual art to communicate their findings. This interdisciplinary project demonstrates how connecting multiple subjects can deepen understanding and empower students to raise awareness about real-world health issues. Please click the image on the left.



Effective Instruction and Student Engagement

Shared by Learning Facilitator, Mr. Collins:

Some of our students have completed the card-writing initiative aimed at supporting lonely elders in our community. This project was a great way for students to apply empathy and show they care. The thoughtfulness poured into each handwritten card—many featuring wonderful artistic touches—demonstrates a commendable level of civic responsibility. Ultimately, this activity achieved its goal of fostering intergenerational understanding while providing meaningful, tangible comfort to isolated seniors, reinforcing the value of community service within our curriculum.



Assessment and Continuous Improvement



MY Academy Staff Participated In:

San Diego County Office of Education (SDCOE)

- Continuous Support and Improvement (CSI)/Differentiated Assistance (DA) Implementation Meeting



School Culture and Student Support



MY Academy Staff Participated In:

Access, Inc

- New Facility Tour (In Person)
- Quarterly meeting (Virtual)

Charter School HR Professional Learning Network (PLN)

- Monthly Leaders Meeting (Virtual)

Prosecutor's Alliance

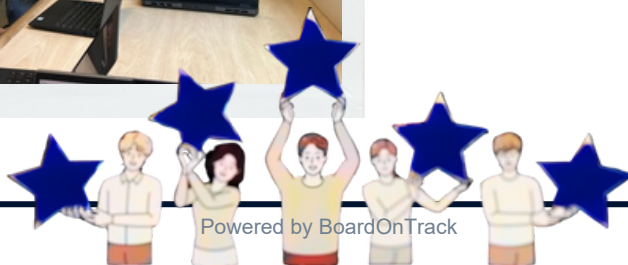
- Third Thursday Mandatory Continuing Legal Education (MCLE) Training (Virtual)

Southern California Apprenticeship Network (SCAN)

- Quarterly Gathering (In Person)

Shared by Learning Facilitator, Ms. Fredericks:

Each week, Mrs. Fredericks meets with the "Boys Club" at La Taza Community Center in Lake Elsinore or the Murrieta library. The boys get to laugh, connect, help, and inspire each other. They have also established friendships with one another outside of school, which is amazing.



Inclusive School Culture



// Shared by Interim Director, Mr. Dobson:

The Fall Meet Up in Desert Hot Springs for students on Susan Clark's roster brought together six students, one alumnus, five parents, and three MYA staff members for an evening of connection and collaboration. Relationships are built on mutual trust, open communication, and shared responsibility. These values were clearly reflected throughout the event and affirmed through the ongoing work of all educational partners present. In alignment with MYA's 2025-2026 theme to Connect. Create. Commit. MYA continues to RISE TOGETHER as a community dedicated to supporting student growth and family engagement.

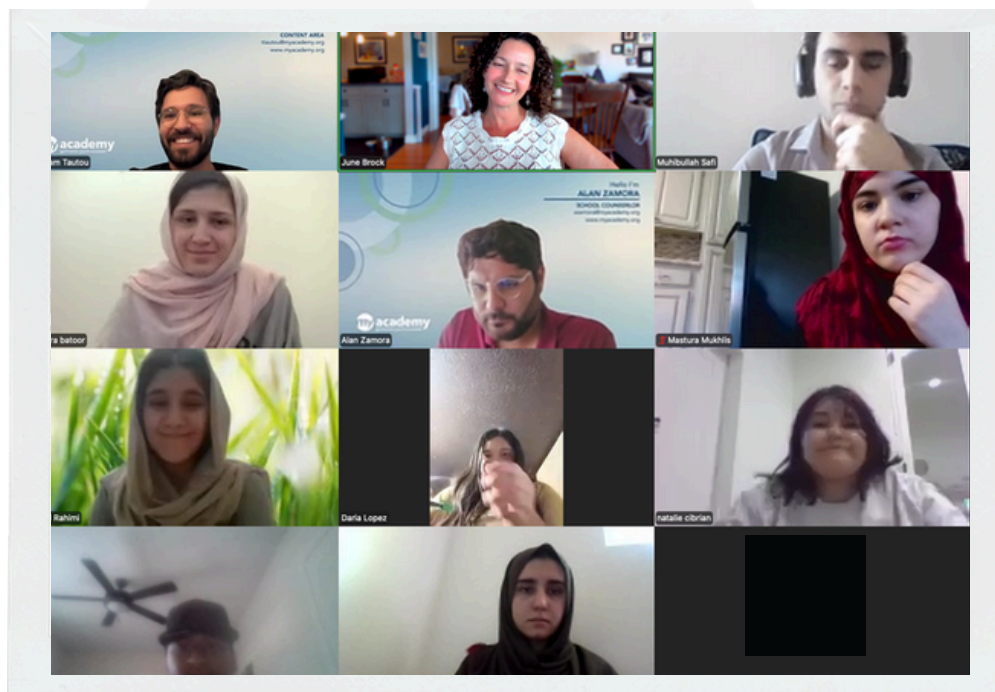


Inclusive School Culture



Shared by Learning Facilitator, Ms. Brock:

The October 22nd ELD workshop was well-supported by additional staff who could provide clarification in Pashto, Spanish, and Arabic. Students had their cameras turned on to create an effective language learning environment where we can build relationships of mutual trust and get to know them as individuals in order to address their unique needs.



Inclusive School Culture

Shared by Learning Facilitator, Ms. Shuster:

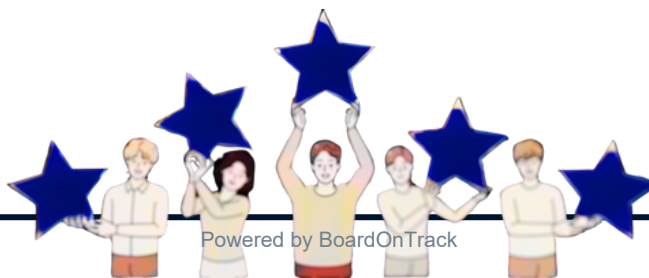
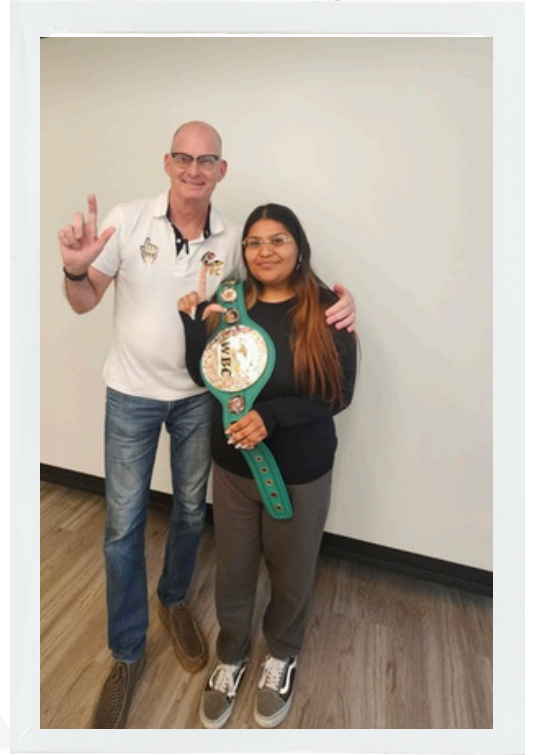
Students worked together to create a game for the Education Center Carnival held at the Tribal Hall. Each student contributed ideas for designing the game and determining the tools and materials needed to build it. Art student Natalia Shipp showcased her creativity by drawing and painting the artwork on the wooden game board. With guidance from Mr. Collins, Spider Campos helped by drilling the holes needed for the setup. On the day of the event, several students volunteered to run the booth and engage with participants. It was a wonderful collaborative project that brought students together and allowed them to showcase teamwork, creativity, and community involvement.



Multi-Tiered System of Supports

Shared by Learning Facilitator, Ms. Quan:

Drug and Alcohol Prevention Presentation
by Rocky Herron



College and Career Readiness



Shared by Learning Facilitator, Ms. Sullivan:

As part of our ongoing commitment to College and Career Readiness, our school recently provided students with the opportunity to tour Palomar College, giving them a firsthand look at college life and the many pathways available after high school. Three students were able to attend the tour, while others sought out information, with the tour providing the catalyst for a growing interest in planning for their futures. During the visit, students explored programs offering financial aid options, vocational training, and support services such as IEP and disability accommodations, all designed to help diverse learners succeed.

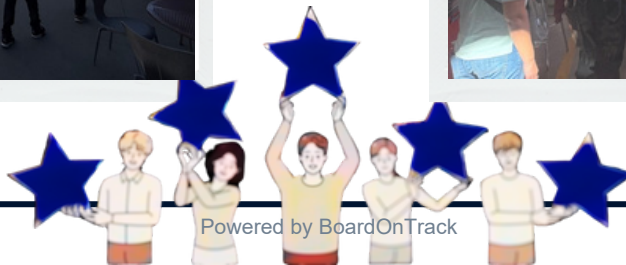


College and Career Readiness

Shared by School Counselor, Mr. Zamora:

Palomar College Meet Up

Students got the opportunity to tour the college and visit different departments. Some of the departments included Behavioral Sciences, Photography, STEM, Technical Education (Welding, Automotive Technology), as well as the library and other programs (i.e. Promise, DSPS).



Coversheet

Review of Motivated Youth Academy's 3rd Annual Meet Up at Safari Park by Cathy Strauss, Learning Facilitator, West Cluster

Section: VII. Correspondence/Proposals/Reports
Item: B. Review of Motivated Youth Academy's 3rd Annual Meet Up at Safari Park by Cathy Strauss, Learning Facilitator, West Cluster
Purpose: FYI
Submitted by:
Related Material: 3rd Annual Meet Up at Safari Park Dec 4th with LAB FLYER.pdf

3rd Annual MY Academy Meet Up at



Thursday, December 4, 2025

8:30 am to 4:00 pm

Safari Park

**15500 San Pasqual Valley Road, Escondido,
California 92027-7017**

We have a terrific opportunity for students to visit the [Safari Park](#) on **December 4th**. Students will do a lab about condors at the Arnold and Mabel Beckman Center for Conservation Research, the headquarters for the world's largest zoo-based multidisciplinary research team. It will also be a chance for students to interact with each other as they work as a team in the lab and when they explore the Park in the afternoon. This field trip is voluntary and will rely on students being dropped off and picked up. It is **free for students**. Additional chaperones pay a reduced \$20 admission fee.

1. Please let your student's Learning Facilitator know if they can attend, as well as if they will be dropped off or if they will carpool by **NOVEMBER 14th**.
2. Complete and sign the [waiver](#) for each student AND for each chaperone staying at the Park, not per family or group.
3. Go over [guidelines and expectations](#) for participants.
4. If you have any questions, please contact your student's Learning Facilitator.

Details

- Drop off student at the front entrance at 8:30am. We will meet by the Log Ring.
- Pick up student at 4:00 pm
- Have your student bring a backpack with a sack lunch, a water bottle (there are water filling stations), snacks, a hat, and a jacket.
- Wear comfortable closed-toe shoes, school-appropriate attire and put on sunscreen.
- Bring a positive attitude, be respectful of others and your surroundings.
- Students need to stay with their group at all times.

TIPS Please factor in traffic in the morning and in the afternoon. Provide your TOR with an emergency contact name and number, and let them know of any known allergies (bee sting, pollen, peanut, medication, etc)

Coversheet

Consent - Business/Financial Services

Section:	VIII. Consent
Item:	A. Consent - Business/Financial Services
Purpose:	Vote
Submitted by:	
Related Material:	25.10 MYA Check Register.pdf 25.11 MYA Prelim Check Register.pdf

MY Academy Charter

Check Register

For the period ended October 31, 2025



Check Number	Vendor	Transaction Description	Check Date	Check Amount
21185	California Schools VEBA	Health Ins - 10/25	10/2/2025	\$ 36,843.89
21186	eDynamic LP	2025-26 Instructional Svcs	10/2/2025	3,000.00
21187	Forth and Sons	Web Svcs - QR Codes - 08/25	10/2/2025	400.00
21188	Instructure, Inc.	Transcript Svcs - 08/01/25 - 07/31/26	10/2/2025	1,061.00
21189	Land's End Business Outfitters	Staff Polos	10/2/2025	3,350.34
21190	Securian Life Insurance Company	Life Ins - 10/25	10/2/2025	1,000.27
21191	Diane Gonzalez	Gonzales, Diane Wait Time Penalty 3 days	10/6/2025	1,111.90
21192	SchoolsFirst Plan Administration LLC	MYA 457b 09/26/25	10/9/2025	3,224.90
21193	SchoolsFirst Plan Administration LLC	MYA 403b 09/26/25	10/9/2025	400.00
21194	2025 CSDC Conference Registration	2025 CSDC Conference Registration (5)	10/10/2025	629.00
21195	Diane Georgeson	Admin. Support Svcs	10/10/2025	173.47
21196	Edmentum	License (1) - 09/01/25 - 09/30/25	10/10/2025	325.00
21197	SchoolsFirst Plan Administration LLC	MYA 457 10/10/25	10/10/2025	815.12
21198	Land's End Business Outfitters	Staff Polos	10/16/2025	212.72
21199	School Pathways LLC	Subscription (1,317) - 07/01/25 - 06/30/26	10/16/2025	7,568.33
21200	Sonoma County Office of Education	2025-2026 Goalbook License Renewal	10/16/2025	1,100.00
21201	TSW Therapy, Inc.	SpEd Svcs - 06/25	10/16/2025	634.00
21202	Acacia HR Solutions	Consulting Svcs - 11/25	10/24/2025	4,800.00
21203	Forth and Sons	Web Svcs - QR Codes - 10/25	10/24/2025	50.00
21204	KRA Corporation	Consulting Svcs - 09/25	10/24/2025	6,968.07
21205	NCS Pearson Inc	2025-26 DALs Renewal (8)	10/24/2025	100.00
21206	Specialized Therapy Services, Inc.	SpEd Svcs - 08/25	10/24/2025	67.50
21207	State of California Department of Justice	Fingerprint Svcs - 09/25	10/24/2025	49.00
21208	Amtrust North America	Workers' Comp Audit - 07/24	10/29/2025	13,128.00
21209	Land's End Business Outfitters	Staff Polos	10/29/2025	44.48
21210	MarshMcLennan Agency	Workers Comp. - 07/01/25 - 07/01/26 - Installment 6 of 10	10/29/2025	746.00
21211	Securian Life Insurance Company	Life Ins - 11/25	10/29/2025	1,110.77
21212	SchoolsFirst Plan Administration LLC	MYA 457 10/24/25	10/31/2025	3,316.29
21213	SchoolsFirst Plan Administration LLC	MYA 403b 10/24/25	10/31/2025	400.00
322271620000304	Keyn Group, LLC	Shipping Supplies	10/2/2025	7,330.88
322271620000305	Amazon Capital Services	Office Supplies	10/2/2025	208.94
322271620000306	Charter Impact LLC	Business Mgmt Svcs - 10/25	10/2/2025	11,762.00
322271620000307	R&B Communications	Website Svcs - 08/25	10/10/2025	2,204.00
322271620000308	Keyn Group, LLC	IT Integration	10/10/2025	625.00
322271620000309	Michael P. Humphrey	Stipend - 10/25 - Additional	10/10/2025	1,100.00
322271620000310	Peter Matz	Stipend - 10/25	10/10/2025	650.00
322271620000311	William W. Hall	Stipend - 10/25 - Additional	10/10/2025	1,100.00
322271620000312	Steve Fraire	Stipend - 10/25	10/10/2025	650.00
322271620000313	Larry Albert Alvarado	Stipend - 10/25	10/10/2025	650.00
322271620000314	GHA Technologies, Inc.	ThinkPad (1)	10/10/2025	1,522.90
322271620000315	Amazon Capital Services	Office Supplies	10/10/2025	814.36
322271620000316	Alpha Vision Computers, Inc.	Backupify G-Suite - 10/25	10/10/2025	70.00
322271620000317	Propio Language Services, LLC	SpEd Svcs - 09/25	10/10/2025	107.69
322271620000318	Clifton Larson Allen LLP	Prepaid Progress Billing	10/16/2025	3,255.00
322271620000319	Scenario Learning LLC	Employee Safety & Compliance Training	10/16/2025	752.46
322271620000320	YMCA of San Diego County	Membership (1) - 10/14/25 - 04/13/26	10/24/2025	318.00
322271620000321	Keyn Group, LLC	Adobe Licensing - 10/25	10/24/2025	7,206.91
322271620000322	Amazon Capital Services	Office Supplies	10/24/2025	44.99
322271620000323	Amazon Capital Services	Office Supplies	10/29/2025	57.71
ACH	Inova	Federal & State Tax Payments for Pay Date 100325S	10/3/2025	41.90
ACH	Chase	Service Charges	10/3/2025	25.75
ACH	Inova	Federal & State Tax Payments for Pay Date 100625S	10/6/2025	1,866.29
ACH	Inova	Federal & State Tax Payments for Pay Date 101025	10/9/2025	7,944.86
ACH	OneBridge FSA	One Bridge Adjustments 10/25	10/16/2025	50.00
ACH	Verizon Wireless	Communication Svcs - 09/02/25 - 10/01/25	10/17/2025	7,105.25
ACH	Chase	Chase Ink CC# 0904 Payment 10/25	10/20/2025	15,667.77
ACH	Verizon Wireless	Communication Svcs - 09/06/25 - 10/05/25	10/22/2025	276.72
ACH	Inova	Federal & State Tax Payments for Pay Date 102425	10/23/2025	43,147.00
ACH	Philadelphia Insurance Companies	Ins. 10/25 - Specialty & Training Schools	10/23/2025	1,786.18
ACH	AT&T	Communication Svcs - 10/25	10/31/2025	86.25
Total Disbursements in October				<u>\$ 211,058.86</u>

MY Academy Charter

Check Register

For the period ended November 30, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
21214	California Schools VEBA	Health Ins - 11/25	11/06/2025	\$33,945.21
21215	Land's End Business Outfitters	Custom Polos	11/06/2025	212.72
21216	Specialized Therapy Services, Inc.	SpEd Svcs - 09/25	11/06/2025	2,554.75
21217	Charter Schools Development Center	CBO 2026 Registration (1)	11/12/2025	5,950.00
21218	SchoolsFirst Plan Administration LLC	MYA 457 11/10/25	11/17/2025	913.06
21219	Acacia HR Solutions	Consulting Svcs - 12/25	11/20/2025	4,800.00
21220	California Schools VEBA	Health Ins - 12/25	11/20/2025	38,259.97
21221	Campo Cafe	Meals - 10/01/25 - 10/23/25	11/20/2025	1,375.43
21222	Charter Schools Development Center	CSDC Annual Membership Fee - 11/24/25-11/23/26	11/20/2025	1,324.00
21223	KRA Corporation	Consulting Svcs - 10/25	11/20/2025	7,176.00
21224	Securian Life Insurance Company	Life Ins - 11/25	11/25/2025	908.37
21225	TSW Therapy, Inc.	SpEd Svcs - 10/25	11/25/2025	1,484.00
21226	Campo Cafe	Meals - 09/25	11/26/2025	826.44
322271620000324	Keyn Group, LLC	Antivirus - 11/25	11/06/2025	326.75
322271620000325	Amazon Capital Services	Office Supplies	11/06/2025	20.65
322271620000326	Charter Impact LLC	Business Mgmt Svcs - True-up	11/06/2025	42,373.00
322271620000327	Alpha Vision Computers, Inc.	Backupify G-Suite - 11/25	11/06/2025	70.00
322271620000328	Steve Fraire	Stipend - 11/25	11/12/2025	650.00
322271620000329	William W. Hall	Stipend - 11/25	11/12/2025	1,100.00
322271620000330	Michael P. Humphrey	Stipend - 11/25	11/12/2025	1,100.00
322271620000331	Larry Albert Alvarado	Stipend - 11/25	11/12/2025	650.00
322271620000332	Peter Matz	Stipend - 11/25	11/12/2025	650.00
322271620000333	R&B Communications	Website Svcs - 10/25	11/12/2025	1,102.00
322271620000334	Amazon Capital Services	Office Supplies	11/12/2025	32.60
322271620000335	Clifton Larson Allen LLP	Prepaid Progress Billing	11/24/2025	11,356.80
322271620000336	Amazon Capital Services	Office Supplies	11/25/2025	248.29
322271620000337	Forth and Sons	Web Svcs - QR Codes - 11/25	11/25/2025	50.00
322271620000338	Keyn Group, LLC	Adobe Licensing (8)	11/25/2025	7,526.91
322271620000339	Forth and Sons	Web Svcs - QR Codes - 08/25	11/26/2025	400.00
CAFE103125	Campo Cafe	Meals - 09/25	10/31/2025	826.44
E110525-01	Chase	Service Charges	11/05/2025	25.75
E110725-02	Inova	Federal & State Tax Payments for Pay Date 111025	11/07/2025	9,059.80
E110725-04	Inova	Federal & State Tax Payments for Pay Date 110725S	11/07/2025	320.04
E111725-01	OneBridge FSA	2026 Annual Fee	11/17/2025	300.00
E111725-02	Verizon Wireless	Communication Svcs - 10/02/25 - 11/01/25	11/17/2025	4,055.67
E111925-01	Chase	Chase Ink CC# 0904 Payment 11/25	11/19/2025	8,055.35
E112425-01	Verizon Wireless	Communication Svcs - 10/06/25 - 11/05/25	11/24/2025	230.22
E112525-02	Inova	Federal & State Tax Payments for Pay Date 112525	11/25/2025	37,951.34
E112525-03	Philadelphia Insurance Companies	Ins. 11/25 - Specialty & Training Schools	11/25/2025	1,786
Voided - 21187	Void	Void	11/26/2025	Void
Total Disbursements Issued in November				\$ 229,997.74

Coversheet

Consent - Personnel Services

Section: VIII. Consent
Item: B. Consent - Personnel Services
Purpose: Vote
Submitted by: Gigi Lenz
Related Material:
2026 OneBridge Services Agreement - Plan Information Summary.pdf
2026 OneBridge Services Agreement - Assignment Assumption and Amendment Agreement.pdf

BACKGROUND:

The attached OneBridge Services Agreement - Assignment, Assumption and Amendment Agreement and Plan Information Summary - are presented for Board approval. OneBridge, MYA's current Flexible Spending Account (FSA) administrator, is assigning all rights and responsibilities under the existing FSA Service Agreement to Gallagher Benefit Services effective December 31, 2025. Gallagher will assume full administration of MYA's HealthInvest FSA program while OneBridge will continue to provide certain backend support services as a subcontractor, as outlined in the OneBridge Services Agreement - Assignment, Assumption, and Amendment Agreement. The attached documents also include the updated OneBridge Services Agreement - Plan Information Summary, which reflects the structure and operational requirements of the HealthInvest FSA moving forward and incorporates plan features such as eligibility rules, election limits, runout periods, and funding procedures.

Approval of this item authorizes MYA to consent to the assignment, continue uninterrupted FSA administration under Gallagher, and execute any required related documents, including HIPAA Business Associate Agreement updates and ACH authorizations.

RECOMMENDATION:

It is recommended the Board approve the OneBridge Services Agreement (Renewal).

Fiscal Impact: None

Flexible Spending Account (FSA)

Plan Information Summary



Employer Name: _____

Effective or Amended and Restated as of: _____

Adopted FSA Plans

☐ Health FSA

 ☐ Dependent Care Assistance Program (DCAP)

Please refer the Plan specific section in this Plan Information Summary for additional details about the plan. Note: Only details for adopted plans will be included. This Plan Information Summary is referenced, incorporated into, and made a part of the Summary Plan Description, and describes important information about the Plan Sponsor and specific Plan features and benefits.

Plan Dates



Plan Year

Plan Effective Date

Plan Year Run Date

to

Open Enrollment Dates

to

Eligibility Requirements

The following employees are eligible to participate in the HealthInvest FSA Plan.¹

☐ All

 ☐ Full-time Employees Only

 ☐ Other: _____

¹To participate in the OneBridge Health FSA, employees must be eligible to participate in the Employer's Qualified Health Plan (QHP). Note: employees are not required to enroll in the employer's QHP, just be eligible for it).

The following employees are not eligible to participate in the HealthInvest FSA Plan.

☐ Part-time

 ☐ Seasonal/Temporary Employees

 ☐ Union (Collectively Bargained Employees)

☐ Others: _____

What is the waiting period employees must complete before they begin to participate in the Plan?

- ☐ The first day of the month following your employment start date.
☐ The first day of the month following a 30-day waiting period beginning on your employment start date.
☐ The first day of the month following a 60-day waiting period beginning on your employment start date.
☐ Other: _____

Health FSA Plan Details

Election Amounts:

Allowed Maximum Election	Required Minimum Election

Grace Period²:

Grace Period Adopted	Grace Period Number of Days

Carryover²:

Carryover Adopted	Carryover Maximum	Carryover Minimum	Enrollment Required in Next Plan Year	Carryover Limited to Next Plan Year

Runout Period (End of Play Year)

Runout Period Adopted	Runout Period Number of Days
Runout included as part of Grace Period? ³	

Runout Period (for Terminated Employees)

Terminated Runout Adopted	Runout Period Number of Days
Runout Begins at Term Date	
Runout Begins at	

Qualified Reservist Distribution (QRD)⁴

QRD Adopted

2-IRS Plan rules only allow for either a Carryover or Grace Period option to be included.

3-If a 90-day Runout is included as part of a 75-day Grace Period, then the employee would have a 15-day Runout after the end of the Grace Period.

4-This optional provision permits service members called to active duty for period of 180 days or more to take a taxable distribution of their unused balance from their FSA.

Dependent Care FSA Plan Details

Election Amounts:

Allowed Maximum Election	Required Minimum Election

Grace Period:

Grace Period Adopted	Grace Period Number of Days

Runout Period (End of Play Year):

Runout Period Adopted	Runout Period Number of Days
Runout included as part of Grace Period?	

Runout Period (for Terminated Employees):

Terminated Runout Adopted	Runout Period Number of Days
Runout Begins at Term Date	
Runout Begins at	

Spend Down Option (for Terminated Employees)⁵

Spend Down Option Adopted

5-This optional provision allows a terminated employee to use their remaining account balance for eligible expenses incurred through the end of the plan year in which the employee terminated (runout and/or grace period options apply, if applicable).

Other Pre-tax (Qualified Benefit) Deductions⁶

In addition to Health and Dependent Care FSA benefits, listed below are all other pre-tax qualified benefit deductions available to employees under our Cafeteria plan?

- | | | |
|--|--|---|
| <input type="checkbox"/> Medical | <input type="checkbox"/> Prescription | <input type="checkbox"/> HSA Contributions ⁷ |
| <input type="checkbox"/> Vision | <input type="checkbox"/> Short-term Disability | <input type="checkbox"/> Voluntary Life Insurance |
| <input type="checkbox"/> Dental | <input type="checkbox"/> Long-term Disability | <input type="checkbox"/> Voluntary Critical Illness |
| <input type="checkbox"/> Others: _____ | | |

6-Eligibility to make Pre-tax Contributions for the applicable Benefit Options may be subjected to other eligibility requirement(s) or waiting period(s), as well as additional terms of eligibility and participation specific to these Benefits. You may confirm with your employer's Benefits Coordinator if other governing documents for these Benefits exist, and if so, how to obtain a copy of these documents.

7-In order to remain eligibility to make or receive contributions to an HSA, employees must elect a limited-purpose health FSA.

Plan Funding and Frequency

Please select your preferred frequency option from the list below:

Fund as needed per Claim and Benefits Card spend (after initial reserve deposit is made)*

* By selecting this option, you are authorizing HealthInvest to pull plan funding directly from your designated funding account as needed per Claim and Debit Card spend as method of payment. A separate ACH Debit Authorization Form will be provided.

Frequency	Deposit Required
<input type="checkbox"/> Daily	5%
<input type="checkbox"/> Weekly	10%
<input type="checkbox"/> Bi-Weekly	15%
<input type="checkbox"/> Monthly	20%
<input type="checkbox"/> Annual	100%

Plan Service Administrator Information

HealthInvest

221 N Wall Street Suite 201, Spokane, WA 99201

Support Phone Number and Hours:	1-844-342-5505
Participant Portal:	myFSA.goHealthInvest.com
HealthInvest Benefits Card ⁸	All plan participants will be automatically enrolled in the HealthInvest Benefits Card program.
Claims Submissions	Claims can be submitted via the participant portal, the HRAgo mobile app, as well as using a claim reimbursement form.

8-For participants with a single stacked debit card for both OneBridge HRA and FSA accounts, their Health FSA account will typically be used first for a qualifying medical expense.

The OneBridge Visa® Benefits Card is issued by the Bancorp Bank pursuant to a license from Visa U.S.A. Inc. The Bancorp Bank; Member FDIC. Card can be used for qualified expenses wherever Visa Debit Cards are accepted. See cardholder agreement for details.

HealthInvest FSA COBRA Administrator

Name:	Motivated Youth Academy
Address:	500 La Tarraza Blvd, Escondido, CA 92025
Phone:	619-393-9378

ASSIGNMENT, ASSUMPTION AND AMENDMENT AGREEMENT

THIS ASSIGNMENT, ASSUMPTION AND AMENDMENT AGREEMENT (this “Assignment Agreement”) is entered into and effective as of the “Effective Date” defined below, by and between ONEBRIDGE BENEFITS INC. (“OneBridge”) as the current flexible spending account (“FSA”) provider, GALLAGHER BENEFIT SERVICES, INC. (“Gallagher”) as the new FSA provider, and the entity identified as the plan sponsor on the signature page (the “Plan Sponsor”), each of which is a “Party” and all of which collectively are referred to as the “Parties.”

A. Pursuant to that certain services agreement attached hereto as Appendix A previously entered into between OneBridge and the Plan Sponsor (as the same has previously been amended or restated from time to time, “the FSA Service Agreement”), OneBridge provides certain ministerial and non-discretionary administrative support services on behalf of the Plan Sponsor for its FSA Plan.

B. Pursuant to a subcontractor agreement between OneBridge and Gallagher, Gallagher provides the customer care center services outlined under the FSA Service Agreement.

C. Through its HealthInvest FSA program, Gallagher also provides ministerial and non-discretionary administration support services to plan sponsors substantially similar to the services contemplated in the FSA Service Agreement between the Plan Sponsor and OneBridge.

D. OneBridge desires to assign its rights and responsibilities under the FSA Service Agreement to Gallagher, and Gallagher is willing to assume the rights and responsibilities of OneBridge under the FSA Service Agreement, subject to the consent of the Plan Sponsor and the terms and conditions of this Assignment Agreement and the FSA Service Agreement, as amended hereby effective as of the Effective Date.

E. In addition, OneBridge and Gallagher agree that, following the Effective Date, OneBridge will continue to provide certain services covered by the FSA Service Agreement, as a subcontractor to Gallagher, including without limitation, software and portal administration, recordkeeping, claims administration, and regulatory reporting services.

F. Plan Sponsor desires to provide its consent to the assignment of the FSA Service Agreement by OneBridge and the assumption of FSA Service Agreement by Gallagher, subject to the terms and conditions of this Assignment Agreement and the FSA Service Agreement, as amended hereby effective as of the Effective Date.

G. As of the Effective Date, and upon completion of transferring the Plan Sponsor’s FSA from OneBridge to Gallagher, the Plan Sponsor’s FSA will be administered under HealthInvest FSA and branded in accordance therewith.

H. Capitalized terms used but not otherwise defined herein shall have the meanings ascribed to such terms in the FSA Service Agreement.

NOW, THEREFORE, the Parties hereto agree as follows:

1. Assignment. Effective as of 11:59 p.m. on December 31, 2025 (the “Effective Date”), OneBridge assigns to Gallagher all of its rights, duties, and responsibilities under the FSA Service Agreement.

2. Assumption. Effective as of the Effective Date and subject to the terms and conditions of this Assignment Agreement and the FSA Service Agreement, as amended hereby, Gallagher assumes all of the rights and responsibilities of OneBridge under the FSA Service Agreement.

3. Consent. The Plan Sponsor hereby consents to the assignment by OneBridge and the assumption by Gallagher, of the rights and responsibilities of OneBridge under the FSA Service Agreement, subject to the terms and conditions of this Assignment Agreement and the FSA Service Agreement, as amended hereby.

4. Obligations of OneBridge. OneBridge hereby agrees as follows:

a. As soon as reasonably practicable, and in any event, not later than the Effective Date, OneBridge shall turn over all records, including electronic records, related to the FSA Service Agreement and OneBridge FSA Plan of the Plan Sponsor to Gallagher to enable Gallagher to perform its duties under the FSA Service Agreement.

b. OneBridge and Gallagher shall take all other steps reasonably required to complete such assignment as soon as may be reasonably required to accomplish the transfer of the Plan Sponsor’s FSA Plan to Gallagher prior to or following the Effective Date.

5. Amendments to FSA Service Agreement. Gallagher and Plan Sponsor agree to the amendments to the FSA Services Agreement set forth in this Section 5, which shall be effective as of the Effective Date, and except as specifically amended hereby, the terms and conditions of the FSA Service Agreement, and the rights and responsibilities of the Plan Sponsor thereunder, shall remain unchanged and in full force and effect.

a. **Amendment to Replace References to OneBridge.** Effective as of the Effective Date, all references in the FSA Service Agreement:

1. to “OneBridge Benefits Inc.” or “Empire Innovation Group, LLC dba ‘OneBridge Benefits’” shall be replaced with “Gallagher Benefit Services, Inc.” and
2. to “OneBridge” shall be replaced with “Gallagher.”

b. **Amendment to Governing Law.** Section 24 of the FSA Service Agreement shall be amended and replaced with the following:

“24. Governing Law; Jurisdiction. This Agreement shall in all respects be interpreted, enforced and governed in and under the laws of the state domicile of the Plan Sponsor, without reference to choice of law principles. Should any provision of this Agreement be declared or determined by any court to be illegal or invalid, the validity of the remaining parts shall not be affected thereby, and the illegal or invalid part shall be deemed not to be a part of this Agreement. Any

dispute arising under or in connection with this Agreement shall be subject to the exclusive jurisdiction of the state or federal courts located in Washington.”

b. **Amendment to Notices Provision.** Section 17 of the FSA Service Agreement shall be amended and replaced as follows:

“17. Notices. Unless otherwise indicated below or as provided by the Plan Sponsor pursuant to Section 8, any notice required or permitted under this Agreement shall be in writing and shall be deemed delivered when deposited in the United States mail, postage prepaid, certified mail, return receipt requested, addressed to the respective Parties at the addresses set forth below.

(a) The address for delivery of all communications to the Plan Sponsor or a Participating Employer will be provided by the Plan Sponsor and updated as provided under Section 8.

(b) The address for delivery of all communications to Gallagher shall be:

By Mail To:

ATTN: HealthInvest Service Manager
Gallagher Benefit Services, Inc.
221 N Wall St., Suite 201
Spokane, WA 99201”

6. **Additional Agreements.** As soon as reasonable practicable, the Plan Sponsor agrees to enter into an Amended and Restated FSA Service Agreement to reflect the amendments to which Gallagher and Plan Sponsor have agreed to in this Assignment Agreement and to complete or execute any other documentation or agreements necessary or desirable to effectuate the terms and conditions of this Assignment Agreement or to enable Gallagher to effectively perform its obligations under the FSA Service Agreement, as amended hereby, for the benefit of the Plan Sponsor, including without limitation, the following:

a. **HIPAA Business Associate Agreement.** As identified in the FSA Service Agreement, Plan Sponsor acknowledges that the FSA is a “Covered Entity” and meets the definition of a “Health Plan” as such terms are defined under the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) and the regulations thereunder (“HIPAA Regulations”). Plan Sponsor and Gallagher agree to or have previously executed a HIPAA Business Associate Agreement (“BAA”) and agree to execute any amendments thereto or replacements thereof as required by law. Plan Sponsor agrees that Gallagher may unilaterally amend the BAA in order to comply with applicable law, but only to the extent such applicable law (i) imposes obligations on Gallagher, as a business associate under HIPAA, that are not covered by the BAA and (ii) requires such additional obligations to be covered by the terms of the BAA. Plan Sponsor may be required to adopt certain policies and procedures on behalf of the Benefit Plans that are prescribed by HIPAA and the HIPAA Regulations. Plan Sponsor accepts responsibility for compliance with HIPAA and the

HIPAA Regulations for itself and on behalf of any Participating Employers. The Plan Sponsor hereby acknowledges that the Plan Documents incorporate the provisions of 45 C.F.R. § 164.504(f)(2)(ii) regarding provisions required to be included in the Plan Documents, and the Plan Sponsor hereby agrees to the conditions of disclosure described therein.

b. **ACH Debit Authorization Form.** If necessary in order for Gallagher to continue operation of the services previously provided by OneBridge, Plan Sponsor agrees to execute a new ACH Debit Authorization Form to allow for ACH debits initiated by OneBridge or the Plan Sponsor, which newly executed form shall be substantially similar to the ACH Debit Authorization previously executed by Plan Sponsor or as otherwise agreed by the Plan Sponsor and Gallagher.

7. Representation by OneBridge. OneBridge represents and warrants that, to the best of its knowledge, it has operated the OneBridge FSA in accordance with all laws, rules and regulations applicable to the Plan.

8. Representations by Gallagher. Gallagher represents and warrants that, in assuming the rights and responsibilities of OneBridge under the FSA Service Agreement, as amended hereby, it: (i) is capable of fulfilling and will fulfill all obligations under the FSA Service Agreement in compliance with all applicable laws, rules and regulations, (ii) has engaged competent counsel to advise it on its obligations in taking on such role, and (iii) has obtained adequate fiduciary liability, cybersecurity and other appropriate insurance for such role.

9. Further Assurances. The Parties hereto agree to execute such additional documents and perform such additional acts as may be necessary to carry out the purposes and intent of this Assignment Agreement.

10. General Provisions.

a. This Assignment Agreement is for the benefit of the Parties hereto, and each of their successors and permitted assigns, except that this Assignment Agreement may not be assigned by either Party without the prior written consent of the other Parties.

b. No term or provision of this Assignment Agreement may be waived or changed except in writing signed by the Party against whom such waiver or change is sought to be enforced.

c. If any provision of this Assignment Agreement is or should become inconsistent with any law or rule of any governmental or regulatory body having jurisdiction over the subject matter of this Assignment Agreement, the provision will be deemed to be rescinded or modified in accordance with any such law or rule. All other provisions of this Assignment Agreement will continue to remain in full force and effect.

d. Except as expressly set forth herein, this Assignment Agreement contains the entire agreement and understanding between the Parties hereto and supersedes all prior agreements and understandings concerning the subject matter of this Assignment Agreement.

SIGNATURE PAGE

IN WITNESS WHEREOF, the Parties have executed this Assignment Agreement as of the dates set forth by their signatures.

ONEBRIDGE BENEFITS INC.

GALLAGHER BENEFIT SERVICES, INC.

By:_____

By:_____

Name:

Name:

Title:

Title:

Date:

Date:

PLAN SPONSOR

By:_____

Name:

Title:

Date:

Name of the Plan Sponsor: Motivated Youth Academy

APPENDIX A
FSA Service Agreement between OneBridge Benefits Inc.
and the Plan Sponsor

HEALTHINVEST HIPAA BUSINESS ASSOCIATE AGREEMENT

This Business Associate Agreement ("**Agreement**") is entered into by and between Gallagher Benefit Services, Inc., as Service Manager ("**Business Associate**") on behalf of one or more group health plans of Motivated Youth Academy ("**Plan Sponsor**") (each such plan referred to herein singularly and collectively as "**Covered Entity**") and shall be effective as of the Effective Date of September 1, 2025 (the "Effective Date").

RECITALS:

WHEREAS, Covered Entity and Business Associate mutually desire to outline their individual responsibilities with respect to the use and/or disclosure of Protected Health Information ("**PHI**") as mandated by the Privacy Rule promulgated under the Administrative Simplifications subtitle of the Health Insurance Portability and Accountability Act of 1996 ("**HIPAA**") including all pertinent regulations issued by the U.S. Department of Health and Human Services as outlined in 45 C.F.R. Parts 160, 162 and 164 ("**HIPAA Privacy Rules and/or Security Standards**"); and

WHEREAS, Covered Entity and Business Associate understand and agree that the HIPAA Privacy Rules and Security Standards requires the Covered Entity and Business Associate enter into a Business Associate Agreement which shall govern the use and/or disclosure of PHI and the security of PHI and ePHI.

NOW, THEREFORE, the parties hereto agree as follows:

1. **Definitions.** When used in this Agreement and capitalized, the following terms have the following meanings:
 - (a) "**Breach**" shall have the same meaning as the term "Breach" in 45 C.F.R. §164.402.
 - (b) "**Electronic Protected Health Information**" or "**ePHI**" shall mean Protected Health Information transmitted by electronic media or maintained in electronic media.
 - (c) "**Individual**" shall have the same meaning as the term "Individual" in 45 C.F.R. §160.103 and shall include a person who qualifies as a personal representative in accordance with 45 C.F.R. §164.502(g).
 - (d) "**Privacy Rule**" shall mean the Standards for Privacy of Individual Identifiable Health Information as set forth at 45 C.F.R. Parts 160 and 164 Subparts A and E.
 - (e) "**Protected Health Information**" or "**PHI**" shall have the same meaning as the term "protected health information" in 45 C.F.R. § 160.103, limited to the information created or received by Business Associate from or on behalf of Covered Entity.

- (f) **"Required by Law"** shall have the same meaning as the term "required by law" in 45 C.F.R. § 164.103.
- (g) **"Secretary"** shall mean the Secretary of the Department of Health and Human Services or his or her designee.
- (h) **"Security Incident"** shall mean any attempted or successful unauthorized access, use, disclosure, modification or destruction of information or systems operations in an electronic information system.
- (i) **"Security Rule"** shall mean the Standards for Security of PHI, including ePHI, as set forth at 45 C.F.R. Parts 160 and 164 Subparts A and C.
- (j) **"Unsecured Protected Health Information"** shall mean protected health information that is not rendered unusable, unreadable, or indecipherable to unauthorized persons through the use of a technology or methodology specified by the Secretary.

Terms used but not defined in this Agreement shall have the same meaning as those terms in the HIPAA regulations.

2. **Obligations and Activities of Business Associate Regarding PHI.**

- (a) Business Associate agrees to not use or further disclose PHI other than as permitted or required by this Agreement or as Required by Law.
- (b) Business Associate agrees to use appropriate safeguards to prevent use or disclosure of the PHI other than as provided for by this Agreement.
- (c) Business Associate agrees to ensure that any agents, including sub-contractors (excluding entities that are merely conduits), to whom it provides PHI agree to the same restrictions and conditions that apply to Business Associate with respect to such information.
- (d) Business Associate agrees to provide access, at the request of Covered Entity, and in a reasonable time and manner designated by Covered Entity, to PHI in a Designated Record Set that is not also in Covered Entity's possession, to Covered Entity in order for Covered Entity to meet the requirements under 45 C.F.R. § 164.524.
- (e) Business Associate agrees to make any amendment to PHI in a Designated Record Set that the Covered Entity directs or agrees to pursuant to 45 C.F.R. § 164.526 in a reasonable time and manner designated by Covered Entity.
- (f) Business Associate agrees to make internal practices books and records relating to the use and disclosure of PHI available to the Secretary, in a reasonable time and

manner as designated by the Covered Entity or Secretary, for purposes of the Secretary determining Covered Entity's compliance with the Privacy Rule. Business Associate shall immediately notify Covered Entity upon receipt or notice of any request by the Secretary to conduct an investigation with respect to PHI received from the Covered Entity.

- (g) Business Associate agrees to document any disclosures of PHI that are not excepted under 45 C.F.R. § 164.528(a)(1) as would be required for Covered Entity to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with 45 C.F.R. § 164.528.
- (h) Business Associate agrees to provide to Covered Entity or an Individual, in a time and manner designated by Covered Entity, information collected in accordance with paragraph (g) above, to permit Covered Entity to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with 45 C.F.R. § 164.528.
- (i) Business Associate agrees to use or disclose PHI pursuant to the request of Covered Entity; provided, however, that Covered Entity shall not request Business Associate to use or disclose PHI in any manner that would not be permissible under the Privacy Rule if done by Covered Entity.

3. Permitted Uses and Disclosures of PHI by Business Associate.

- (a) Business Associate may use or disclose PHI to perform functions, activities or services for, or on behalf of, Covered Entity provided that such use or disclosure would not violate the Privacy Rule if done by Covered Entity.
- (b) Business Associate may use PHI for the proper management and administration of Business Associate and to carry out the legal responsibilities of Business Associate.
- (c) Business Associate may disclose PHI for the proper management and administration of Business Associate and to carry out the legal responsibilities of Business Associate if:
 - (i) such disclosure is required by Law; or
 - (ii) Business Associate obtains reasonable assurances from the person to whom the information is disclosed that such information will remain confidential and used or further disclosed only as Required by Law or for the purposes for which it was disclosed to the person, and the person agrees to notify Business Associate of any instances of which it is aware that the confidentiality of the information has been breached.
- (d) Business Associate shall limit the PHI to the extent practicable, to the limited data set or if needed by the Business Associate, to the minimum necessary to accomplish

the intended purpose of such use, disclosure or request subject to exceptions set forth in the Privacy Rule.

- (e) Business Associate may use PHI to provide Data Aggregation services to Covered Entity as permitted by 45 C.F.R. § 164.504(e)(2)(i)(B).

4. Obligations of Covered Entity Regarding PHI.

- (a) Covered Entity shall provide Business Associate with the notice of privacy practices that Covered Entity produces in accordance with 45 C.F.R. § 164.520, as well as any changes to such notice.
- (b) Covered Entity shall provide Business Associate with any changes in, or revocation of, authorization by an Individual to use or disclose PHI, if such changes affect Business Associate's permitted or required uses and disclosures.
- (c) Covered Entity shall notify Business Associate of any restriction to the use or disclosure of PHI that Covered Entity has agreed to in accordance with 45 C.F.R. § 164.522, if such restrictions affect Business Associate's permitted or required uses and disclosures.
- (d) Covered Entity shall require all of its employees, agents and representatives to be appropriately informed of its legal obligations pursuant to this Agreement and the Privacy Rule and Security Standards required by HIPAA and will reasonably cooperate with Business Associate in the performance of the mutual obligations under this Agreement.

5. Security of Protected Health Information.

- (a) Business Associate has implemented policies and procedures to ensure that its receipt, maintenance, or transmission of all PHI, either electronic or otherwise, on behalf of Covered Entity complies with the applicable administrative, physical, and technical safeguards required protecting the confidentiality, availability and integrity of PHI as required by the HIPAA Privacy Rules and Security Standards.
- (b) Business Associate agrees that it will ensure that agents or subcontractors agree to implement the applicable administrative, physical, and technical safeguards required to protect the confidentiality, availability and integrity of PHI as required by HIPAA Privacy Rules and Security Standards.
- (c) Business Associate agrees to report to Covered Entity any Security Incident (as defined 45 C.F.R. Part 164.304) of which it becomes aware. Business Associate agrees to report the Security Incident to the Covered Entity as soon as reasonably practicable, but not later than 10 business days from the date the Business Associate becomes aware of the incident.

- (d) Business Associate agrees to establish procedures to mitigate, to the extent possible, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of this Agreement.
- (e) Business Associate agrees to immediately notify Covered Entity upon discovery of any Breach of Unsecured Protected Health Information (as defined in 45 C.F.R. §§ 164.402 and 164.410) and provide to Covered Entity, to the extent available to Business Associate, all information required to permit Covered Entity to comply with the requirements of 45 C.F.R. Part 164 Subpart D.
- (f) Covered Entity agrees and understands that the Covered Entity is independently responsible for the security of all PHI in its possession (electronic or otherwise), including all PHI that it receives from outside sources including the Business Associate.

6. **Term and Termination.**

- (a) ***Term.*** This Agreement shall be effective as of the Effective Date and shall remain in effect until the Business Associate relationship with the Covered Entity is terminated and all PHI is returned, destroyed or is otherwise protected as set forth in Section 6(d).
- (b) ***Termination for Cause by Covered Entity.*** Upon Covered Entity's knowledge of a material breach by Business Associate, Covered Entity shall provide an opportunity for Business Associate to cure the breach. If Business Associate does not cure the breach within 30 days from the date that Covered Entity provides notice of such breach to Business Associate, Covered Entity shall have the right to immediately terminate this Agreement and the underlying services agreement between Covered Entity and Business Associate.
- (c) ***Termination by Business Associate.*** This Agreement may be terminated by Business Associate upon 30 days prior written notice to Covered Entity in the event that Business Associate, acting in good faith, believes that the requirements of any law, legislation, consent decree, judicial action, governmental regulation or agency opinion, enacted, issued, or otherwise effective after the date of this Agreement and applicable to PHI or to this Agreement, cannot be met by Business Associate in a commercially reasonable manner and without significant additional expense.
- (d) ***Effect of Termination.*** Upon termination of this Agreement for any reason, at the request of Covered Entity, Business Associate shall return or destroy all PHI received from Covered Entity, or created or received by Business Associate on behalf of Covered Entity. Business Associate shall not retain any copies of the PHI unless return or destruction is deemed infeasible. If the return or destruction of PHI is infeasible, Business Associate shall extend the protections of this Agreement to such PHI and limit further uses and disclosures of such PHI to those purposes that

make the return or destruction infeasible, for so long as Business Associate maintains such PHI. For purposes of illustration only and not to limit the set of circumstances that could potentially make return or destruction infeasible, it would be infeasible for Business Associate to return or destroy certain PHI that is part of work product that must be retained for document retention/archival purposes, as well as PHI that is stored as a result of backup e-mail systems that store e-mails for emergency backup purposes.

7. Amendment.

(a) The parties may agree to amend this Agreement from time to time in any other respect that they deem appropriate. Except as provided in sub-paragraph 7(b), this Agreement shall not be amended except by written instrument executed by the parties.

(b) If Business Associate submits to Covered Entity a proposed amendment to this Agreement that is required by applicable law, and after reasonable attempts to obtain execution of such amendment from the Covered Entity, Business Associate is unable to obtain execution by Covered Entity, then such amendment to this Agreement executed by Business Associate shall be effective to amend this Agreement but only to the extent the provisions of such amendment are required for Business Associate or Covered Entity to comply with applicable law.

8. Indemnification.

Business Associate shall indemnify and hold harmless Covered Entity from and against any and all costs, expenses, claims, demands, causes of action, damages, attorneys' fees and judgments that arise out of or that may be imposed upon, incurred by, or brought against Covered Entity to the extent directly resulting from a breach of this Agreement or any violation of the Privacy Rule or other applicable HIPAA regulations by Business Associate. The indemnification obligations provided for in this Section will commence on the effective date of this Agreement and will survive its termination.

Covered Entity shall indemnify and hold harmless Business Associate from and against any and all costs, expenses, claims, demands, causes of action, damages, attorneys' fees and judgments that arise out of or are imposed upon, incurred by, or brought against Business Associate to the extent directly resulting from a breach of this Agreement or any violation of the Privacy Rule or other applicable HIPAA regulations by Covered Entity. The indemnification obligations provided for in this Section will commence on the effective date of this Agreement and will survive its termination.

9. Severability.

The parties intend this Agreement to be enforced as written. However, (i) if any portion or provision of this Agreement is to any extent declared illegal or unenforceable by a duly authorized court having jurisdiction, then the remainder of this Agreement, or the application of such portion or provision in circumstances other than those as to which it is so declared illegal or unenforceable,

will not be affected thereby, and each portion and provision of this Agreement will be valid and enforceable to the fullest extent permitted by law; and (ii) if any provision, or part thereof, is held to be unenforceable because of the duration of such provision, the Covered Entity and the Business Associate agree that the court making such determination will have the power to modify such provision, and such modified provision will then be enforceable to the fullest extent permitted by law.

10. Notices.

All notices, requests, consents and other communications hereunder will be in writing, will be addressed to the receiving party's address set forth below or to such other address as a party may designate by notice hereunder, and will be either (i) delivered by hand, (ii) made facsimile transmission, (iii) sent by overnight courier, or (iv) sent by registered mail or certified mail, return receipt requested, postage prepaid.

If to the Covered Entity:

Motivated Youth Academy
500 La Tarraza Blvd #150
Escondido, CA 92025

If to the Business Associate:

Gallagher Benefit Services, Inc.
221 N Wall St, Suite 201
Spokane, WA 99201

11. Regulatory References.

A reference in this Agreement to a section in the Privacy Rule means the referenced section or its successor, and for which compliance is required.

12. Headings and Captions.

The headings and captions of the various subdivisions of the Agreement are for convenience of reference only and will in no way modify or affect the meaning or construction of any of the terms or provisions hereof.

13. Entire Agreement.

This Agreement sets forth the entire understanding of the parties with respect to the subject matter set forth herein and supersedes all prior agreements, arrangements and communications, whether oral or written, pertaining to the subject matter hereof.

14. Binding Effect.

The provisions of this Agreement shall be binding upon and shall inure to the benefit of both Parties and their respective successors and assigns.

15. No Waiver of Rights, Powers and Remedies.

No failure or delay by a party hereto in exercising any right, power or remedy under this Agreement, and no course of dealing between the parties hereto, will operate as a waiver of any such right, power or remedy of the party. No single or partial exercise of any right, power or remedy under this Agreement by a party hereto, nor any abandonment or discontinuance of steps to enforce any such right, power or remedy, will preclude such party from any other or further exercise thereof or the exercise of any other right, power or remedy hereunder. The election of any remedy by a party hereto will not constitute a waiver of the right of such party to pursue other available remedies. No notice to or demand on a party not expressly required under this Agreement will entitle the party receiving such notice or demand to any other or further notice or demand in similar or other circumstances or constitute a waiver of the right of the party giving such notice or demand to any other or further action in any circumstances without such notice or demand. The terms and provisions of this Agreement may be waived, or consent for the departure therefrom granted, only by written document executed by the party entitled to the benefits of such terms or provisions. No such waiver or consent will be deemed to be or will constitute a waiver or consent with respect to any other terms or provisions of this Agreement, whether or not similar. Each such waiver or consent will be effective only in the specific instance and for the purpose for which it was given, and will not constitute a continuing waiver or consent.

16. Governing Law.

This Agreement will be governed by and construed in accordance with the laws of the State of domicile of the Plan Sponsor.

17. Interpretation.

It is the Parties' intent to comply strictly with all applicable laws, including without limitation, HIPAA, state statutes, or regulations (collectively, the "Regulatory Laws"), in connection with this Agreement. In the event there shall be a change in the Regulatory Laws, or in the reasoned interpretation of any of the Regulatory Laws or the adoption of new federal or state legislation, any of which are reasonably likely to materially and adversely affect the manner in which either Party may perform or be compensated under this Agreement or which shall make this Agreement unlawful, the Parties shall immediately enter into good faith negotiations regarding a new arrangement or basis for compensation pursuant to this Agreement that complies with the law, regulation or policy and that approximates as closely as possible the economic position of the Parties prior to the change. In addition, the Parties hereto have negotiated and prepared the terms of this Agreement in good faith with the intent that each and every one of the terms, covenants and conditions herein be binding upon and inure to the benefit of the respective Parties. To the extent

this Agreement is in violation of applicable law, then the Parties agree to negotiate in good faith to amend this Agreement, to the extent possible consistent with its purposes, to conform to law.

IN WITNESS WHEREOF, the parties have executed this Business Associate Agreement as of the Effective Date.

BUSINESS ASSOCIATE:

Gallagher Benefit Services, Inc.

By: _____

Name: David Ritchie

Title: National Practice Leader, HRA VEBA & Trusts

Date: _____

COVERED ENTITY:

Motivated Youth Academy

By: _____

Name: _____

Title: _____

Date: _____

ACH Debit/Deposit Authorization

Submit completed form by **secure message** or **regular mail**. Log in at **goHealthInvest.com** and click the envelope icon (✉), or mail to: Gallagher HealthInvest, PO Box 4390, Clinton, IA 52733-4390. For questions, contact us at: **1-844-342-5505**.

The undersigned is an authorized representative of the Employer/Plan Sponsor listed below with the legal authority to provide this Authorization and bind the Employer/Plan Sponsor as provided herein.

The Employer/Plan Sponsor hereby authorizes automated and one-time electronic payments from the bank account(s) identified below to fund various payment obligations of the Employer/Plan Sponsor's Gallagher HealthInvest Plan(s), as described further below. This Authorization enables electronic payments initiated by (1) Gallagher HealthInvest (by or through its recordkeeper) or (2) any online Employer/Plan Sponsor portal user with authorized access.

The Employer/Plan Sponsor acknowledges and agrees that the Employer/Plan Sponsor is responsible for assuring there are sufficient funds available in the applicable account(s) at the time of each permitted electronic payment and that only authorized representatives of the Employer/Plan Sponsor have access to the online Employer/Plan Sponsor portal for purposes of electronic payments initiated by the Employer/Plan Sponsor. This Authorization shall remain in effect until it is revoked by written notice to: Gallagher HealthInvest, 221 N Wall St, Suite 201, Spokane, WA 99201 or by secure message via the online Employer/Plan Sponsor portal.

This ACH Authorization covers the types of electronic payments specified below to be initiated by the Employer/Plan Sponsor or Gallagher HealthInvest on behalf of the Employer/Plan Sponsor. It will also automatically sign up the Employer/Plan Sponsor for direct deposit, which will allow Gallagher HealthInvest to quickly and securely return funds to the Employer/Plan Sponsor's designated bank account, if needed.

1 MANDATORY Electronic Payments

FSA Funding *(if applicable)*

- Reserve deposits, funding on demand for claim reimbursements, or optional front-loading of election amounts

ICHRA Funding *(if applicable)*

- Funding for initial health plan carrier binder payments as well as ongoing monthly and employee pre-tax contributions

2 OPTIONAL Electronic Payments

ACH debit/deposit is recommended for more efficient transfer of funds to and from the Employer/Plan Sponsor's Gallagher HealthInvest plan(s). Check all that apply.

☐

HRA Plan Funding

- One-time and recurring contributions

☐

HSA Plan Funding

- Initial and recurring contributions

Continued on next page ►



3 Bank Account(s)

Use this account for: ☐ ALL FUNDING; or specify: ☐ FSA ☐ ICHRA ☐ HRA ☐ HSA

Bank Name: _____ Name on Account _____

Routing Number: _____ Account Number: _____

Account Type: ☐ Checking ☐ Savings

Use this separate account for: ☐ FSA ☐ ICHRA ☐ HRA ☐ HSA

Bank Name: _____ Name on Account _____

Routing Number: _____ Account Number: _____

Account Type: ☐ Checking ☐ Savings

Use this separate account for: ☐ FSA ☐ ICHRA ☐ HRA ☐ HSA

Bank Name: _____ Name on Account _____

Routing Number: _____ Account Number: _____

Account Type: ☐ Checking ☐ Savings

4 Authorized Representative

I, as the authorized representative of the Employer/Plan Sponsor named below, have personally confirmed that Gallagher HealthInvest has been authorized by the Employer/Sponsor's bank to perform these ACH debits and that the ACH Company IDs (listed below) were provided to the bank, if they were required.

HealthInvest FSA, HRA, HSA: 1873803779

HealthInvest ICHRA: 1817058658

Employer/Plan Sponsor Name: _____

Printed Name of Employer's/Plan Sponsor's Authorized Representative: _____

Signature of Employer's/Plan Sponsor's Authorized Representative: _____

Coversheet

Consent - Policy Development

Section: VIII. Consent
Item: C. Consent - Policy Development
Purpose: Vote
Submitted by: Gigi Lenz
Related Material:

MYA 5000 Student Services Concepts and Roles - Redlined reviewed - 2025.12.02.pdf
MYA 5000 Student Services Concepts and Roles - For Board Approval reviewed - 2025.12.02.pdf
MYA 5015 Title IX Harassment Intimidation Discrimination and Bullying Policy - Redlined reviewed - 2025.12.03.pdf
MYA 5015 Title IX Harassment Intimidation Discrimination and Bullying Policy - For Board Approval reviewed - 2025.12.03.pdf
MYA 5020 Suicide Prevention Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5020 Suicide Prevention Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5030 Immunization Policy - Redlined reviewed - 2025.11.04.pdf
MYA 5030 Immunization Policy - For Board Approval reviewed - 2025.11.04.pdf
MYA 5035 Student Freedom of Speech and Expression Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5035 Student Freedom of Speech and Expression Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5045 Acceptable Use Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5045 Acceptable Use Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5050 Academic Integrity Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5050 Academic Integrity Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5060 Acceleration Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5060 Acceleration Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5070 Transgender and Gender Nonconforming Student Nondiscrimination Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5070 Transgender and Gender Nonconforming Student Nondiscrimination Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5075 Transcripts From Non-Accredited Schools Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5075 Transcripts From Non-Accredited Schools Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5085 Communicable, Contagious, Or Infectious Disease Prevention Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5085 Communicable, Contagious, Or Infectious Disease Prevention Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5110 Cell Phones, Smartphones, Pagers & Other Electronic Signaling Device Policy - Redlined reviewed - 2025.12.02.pdf
MYA 5110 Cell Phones, Smartphones, Pagers & Other Electronic Signaling Device Policy - For Board Approval reviewed - 2025.12.02.pdf
MYA 5010 Educational Records and Student Information Policy - Redlined revised - 2025.12.02.pdf
MYA 5010 Educational Records and Student Information Policy - For Board Approval revised - 2025.12.02.pdf

BACKGROUND:

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

Key Revisions Include:

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

RECOMMENDATION:

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

STUDENT SERVICES

MYA-5000

CONCEPTS AND ROLES

The goal of the Motivated Youth Academy Board of Directors (the “Board”) is to provide students with a personalized and supportive educational experience. As such, the Board is committed to maintaining a safe, positive school environment for all students as well as providing student services that promote student welfare and high academic achievement. Students enrolled in Motivated Youth Academy benefit from an individualized instructional model that has flexible pacing and scheduling. The Board expects students to make good use of this learning opportunity by demonstrating regular engagement, appropriate conduct, and respect for others.

The Board is committed to providing equal educational opportunities and keeping MYA free from any discriminatory practices. The Board prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. Any complaint of misconduct will be promptly and thoroughly investigated and appropriate corrective action taken if warranted.

The CEO, School Director(s), or designees shall keep Educational Rights Holders and students well informed about Charter School rules and regulations related to Students Services. This includes, but is not limited to attendance, physical and mental health, immunizations, records, academics, protected programs, and student conduct. When conducting hearings related to discipline, attendance and other student matters, all students will be afforded their due process in accordance with the law and the policies of Motivated Youth Academy.

Consistent with Education Code requirements, Motivated Youth Academy will annually notify students and Educational Rights Holders of their legal rights and responsibilities. Students and Educational Rights Holders will also receive a copy of legally mandated student services policies and the Student and Educational Rights Holders Handbook on an annual basis.

STUDENT SERVICES**MYA-5000****CONCEPTS AND ROLES**

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

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Motivated Youth Academy ("MYA" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of a school-sponsored event and activity, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex, gender, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

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

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

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

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

Definitions**Prohibited Unlawful Harassment**

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

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

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

Sexual harassment may include, but is not limited to:

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

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

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

Prohibited Bullying

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

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

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Website including, but not limited to:

Motivated Youth Academy

Policy Adopted: October 10, 2019

Revised: August 13, 2020

Revised: February 13, 2025

Policy Reviewed: month, day, year

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

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

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

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

Bullying and Cyberbullying Prevention Procedures

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

Motivated Youth Academy

Policy Adopted: October 10, 2019

Revised: August 13, 2020

Revised: February 13, 2025

Policy Reviewed: month, day, year

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

Charter School advises students:

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

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

2. Education

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

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

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

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

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

3. Professional Development

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

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

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

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

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

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

Grievance Procedures**Scope of Grievance Procedures**

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination,

Motivated Youth Academy

Policy Adopted: October 10, 2019

Revised: August 13, 2020

Revised: February 13, 2025

Policy Reviewed: month, day, year

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

intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

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

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

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

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

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

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

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

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the program director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

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

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

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

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The

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Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

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

Investigation and Response

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

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

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

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****1. Notice of the Allegations**

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

2. Emergency Removal

- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
- b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

3. Informal Resolution

- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
 - i. Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

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- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- 4. Investigation Process
 - a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
- 5. Dismissal of a Formal Complaint of Sexual Harassment
 - a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must

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be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.

- b. Charter School may dismiss a formal complaint of sexual harassment if:
 - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ii. The respondent is no longer employed or enrolled at Charter School; or
 - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- 6. Determination of Responsibility
 - a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - i. The allegations in the formal complaint of sexual harassment;
 - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - iii. The findings of facts supporting the determination;
 - iv. The conclusions about the application of Charter School's code of conduct to the facts;
 - v. The decision and rationale for each allegation;
 - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - vii. The procedures and permissible basis for appeals.

Consequences

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

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

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

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

Recordkeeping

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

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

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

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

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Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

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

Received by: _____

Date _____

Follow up meeting with complainant held on: _____

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Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Motivated Youth Academy ("MYA" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of a school-sponsored event and activity, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex, gender, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

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

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

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

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

Definitions**Prohibited Unlawful Harassment**

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

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

Sexual harassment may include, but is not limited to:

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

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

Prohibited Bullying

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

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

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Website including, but not limited to:

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

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

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

Bullying and Cyberbullying Prevention Procedures

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

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

Charter School advises students:

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

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

2. Education

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

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

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

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

3. Professional Development

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

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

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

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

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

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

Grievance Procedures**Scope of Grievance Procedures**

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination,

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intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

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

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

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

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

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

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

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the program director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

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

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

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

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The

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

Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

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

Investigation and Response

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

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

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

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STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****1. Notice of the Allegations**

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

2. Emergency Removal

- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
- b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

3. Informal Resolution

- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
 - i. Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

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- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
4. Investigation Process
- a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
5. Dismissal of a Formal Complaint of Sexual Harassment
- a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must

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be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.

- b. Charter School may dismiss a formal complaint of sexual harassment if:
 - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ii. The respondent is no longer employed or enrolled at Charter School; or
 - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
6. Determination of Responsibility
- a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - i. The allegations in the formal complaint of sexual harassment;
 - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - iii. The findings of facts supporting the determination;
 - iv. The conclusions about the application of Charter School's code of conduct to the facts;
 - v. The decision and rationale for each allegation;
 - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - vii. The procedures and permissible basis for appeals.

Consequences

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

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

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

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

Recordkeeping

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

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

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

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

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

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

Received by: _____

Date _____

Follow up meeting with complainant held on: _____

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SUICIDE PREVENTION POLICY

Motivated Youth Academy (“MYA” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the Charter School has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and educational partners, school employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School’s strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to the school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and Educational Rights Holders, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community educational partners.

Staff Development

The Charter School along with its partners has carefully reviewed available staff training to

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ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members and shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts;
 - iii. Youth with disabilities, mental illness, or substance abuse disorders;
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth;

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- v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - vi. Youth who have suffered traumatic experiences;
- 4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - a. The impact of traumatic stress on emotional and mental health;
 - b. Common misconceptions about suicide;
 - c. Charter School and community suicide prevention resources;
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e. The factors associated with suicide (risk factors, warning signs, protective factors);
 - f. How to identify youth who may be at risk of suicide;
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
 - h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - j. Responding after a suicide occurs (suicide postvention);
 - k. Resources regarding youth suicide prevention;
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

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Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Educational Rights Holder and Caregivers Participation and Education

1. Educational Rights Holders/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with Educational Rights Holders/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the Student and Educational Rights Holder's Handbook.
3. Educational Rights Holder/caregivers should be invited to provide input on the development and implementation of this policy.
4. All Educational Rights Holder/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be

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delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:
 - a. Coping strategies for dealing with stress and trauma;
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).

The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).

Intervention and Emergency Procedures

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Counselor
2. School Psychologist

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who

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shall then notify the student's Educational Rights Holder as soon as possible if appropriate and in the best interest of the student. Determination of notification to Educational Rights Holders/caregivers should follow a formal initial assessment to ensure that the student is not endangered by Educational Rights Holder notification.

The suicide prevention liaison shall also refer the student to mental health resources in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
 - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Ensuring that the student is under continuous adult supervision until the Educational Rights Holder and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - e. Moving all other students out of the immediate area if applicable;
 - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the Educational Rights Holder and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the Educational Rights Holder that the follow-up treatment has been accessed. Educational Rights Holders will be required to provide documentation of care for the student. If Educational Rights Holders refuse or neglect to access treatment for a student who has been identified to

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be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the Educational Rights Holder to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's Educational Rights Holder about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, Educational Rights Holders, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the Educational Rights Holder and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the Educational Rights Holder to share information to ensure the facts regarding the crisis are correct.
4. The school Director or designee, as outlined in MYA Board Policy 1112, will coordinate media requests with the suicide prevention liaison.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and Educational Rights Holder steps for re-integration to school. Re-integration may include obtaining a written release from the Educational Rights Holder to speak with any health care providers; conferring with the student and Educational Rights Holder about any specific requests on how to handle the situation;

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informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the Educational Rights Holder to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged to notify a teacher, the Executive Director, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and Educational Rights Holder, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to:
 - a. Confirm death and cause;
 - b. Identify a staff member to contact the deceased's family (within 24 hours);
 - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment;

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- b. Talking points for staff to notify students;
 - c. Resources available to students.
- 4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- 5. Identify students affected by suicide death but not at risk of imitative behavior;
- 6. Communicate with the larger school community about suicide death;
- 7. Consider funeral arrangements for family and school community;
- 8. Respond to memorial requests in a respectful and non-harmful manner. Responses should be handled in a thoughtful way and their impact on other students should be considered;
- 9. Identify a media spokesperson if needed.
- 10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed;
 - b. Support siblings, close friends, teachers, and/or students of deceased;
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

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Motivated Youth Academy (“MYA” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the Charter School has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and educational partners, school employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School’s strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to the school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and Educational Rights Holders, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community educational partners.

Staff Development

The Charter School along with its partners has carefully reviewed available staff training to

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ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members and shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts;
 - iii. Youth with disabilities, mental illness, or substance abuse disorders;
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth;

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- v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - vi. Youth who have suffered traumatic experiences;
- 4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - a. The impact of traumatic stress on emotional and mental health;
 - b. Common misconceptions about suicide;
 - c. Charter School and community suicide prevention resources;
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e. The factors associated with suicide (risk factors, warning signs, protective factors);
 - f. How to identify youth who may be at risk of suicide;
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
 - h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - j. Responding after a suicide occurs (suicide postvention);
 - k. Resources regarding youth suicide prevention;
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

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Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Educational Rights Holder and Caregivers Participation and Education

1. Educational Rights Holders/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with Educational Rights Holders/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the Student and Educational Rights Holder's Handbook.
3. Educational Rights Holder/caregivers should be invited to provide input on the development and implementation of this policy.
4. All Educational Rights Holder/caregivers may have access to suicide prevention training that addresses the following:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be

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delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:
 - a. Coping strategies for dealing with stress and trauma;
 - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others
 - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).

The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).

Intervention and Emergency Procedures

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Counselor
2. School Psychologist

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who

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shall then notify the student's Educational Rights Holder as soon as possible if appropriate and in the best interest of the student. Determination of notification to Educational Rights Holders/caregivers should follow a formal initial assessment to ensure that the student is not endangered by Educational Rights Holder notification.

The suicide prevention liaison shall also refer the student to mental health resources in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
 - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Ensuring that the student is under continuous adult supervision until the Educational Rights Holder and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - e. Moving all other students out of the immediate area if applicable;
 - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the Educational Rights Holder and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the Educational Rights Holder that the follow-up treatment has been accessed. Educational Rights Holders will be required to provide documentation of care for the student. If Educational Rights Holders refuse or neglect to access treatment for a student who has been identified to

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be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the Educational Rights Holder to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's Educational Rights Holder about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, Educational Rights Holders, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the Educational Rights Holder and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the Educational Rights Holder to share information to ensure the facts regarding the crisis are correct.
4. The school Director or designee, as outlined in MYA Board Policy 1112, will coordinate media requests with the suicide prevention liaison.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and Educational Rights Holder steps for re-integration to school. Re-integration may include obtaining a written release from the Educational Rights Holder to speak with any health care providers; conferring with the student and Educational Rights Holder about any specific requests on how to handle the situation;

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informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the Educational Rights Holder to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged to notify a teacher, the Executive Director, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and Educational Rights Holder, about additional resources to support the student.

Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to:
 - a. Confirm death and cause;
 - b. Identify a staff member to contact the deceased's family (within 24 hours);
 - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment;

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- b. Talking points for staff to notify students;
 - c. Resources available to students.
- 4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- 5. Identify students affected by suicide death but not at risk of imitative behavior;
- 6. Communicate with the larger school community about suicide death;
- 7. Consider funeral arrangements for family and school community;
- 8. Respond to memorial requests in a respectful and non-harmful manner. Responses should be handled in a thoughtful way and their impact on other students should be considered;
- 9. Identify a media spokesperson if needed.
- 10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed;
 - b. Support siblings, close friends, teachers, and/or students of deceased;
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

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IMMUNIZATION POLICY

The Motivated Youth Academy Board of Directors (“Board”) has adopted this policy to adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075 with exceptions allowed by Senate Bill No. 227.

All students enrolling in Motivated Youth Academy must present either the immunization record or complete the Non-Immunization Confirmation form if a student has not received any/all of the required doses.

Because Motivated Youth Academy is a non-classroom based school, students are exempt from the SB277 law, which requires students in California to be:

1. up to date on all vaccinations.
2. have a doctor's note outlining the plan to be up-to-date.
3. have a medical exemption form signed by a doctor.

Since, according to law, we are obligated to maintain records of students’ immunization status, the Educational Rights Holder must provide current immunization records for all vaccinations received and/or sign a Non-Immunization Confirmation form.

IMMUNIZATION INFORMATION

The following is a Frequently Asked Question guide (“FAQ”) for all Educational Rights Holders of current and prospective students of Motivated Youth Academy regarding the new legal changes surrounding Senate Bill 277 (“SB 277”) and required student immunizations.

FREQUENTLY ASKED QUESTIONS

What is SB 277?

Governor Jerry Brown signed Senate Bill 277 in 2015, which, among other things, amended Health and Safety Code section 120335 to require that all students, upon first admission to a private and public elementary or secondary school, child care center, day nursery, nursery school, family day care home or development center, show proof of immunization against the following diseases:

- a. Diphtheria
- b. Haemophilus influenzae type b
- c. Measles

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- d. Mumps
- e. Pertussis (whooping cough)
- f. Poliomyelitis
- g. Rubella
- h. Tetanus
- i. Hepatitis B
- j. Varicella (chickenpox).

Senate Bill 277 allows the Department of Health to identify other diseases requiring proof of immunization based on recommendations from the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services and other appropriate agencies.

Starting July 1, 2016, all students who are admitted for the first time to an educational institution identified in the list above and all students advancing to 7th grade must provide proof of vaccination. (Health and Safety Code section 120335(g)(3).)

Senate Bill 277 provides the following limited exemptions to the vaccination requirement:

1. If a student submitted a personal belief exemption prior to January 1, 2016, that student can remain enrolled in a public school program without submitting proof of vaccination until the student enrolls in their next “grade span.” The law defines grade spans as a) birth to preschool, b) K to 6th grade and c) 7th to 12th grade. In other words, only when a student moves from one of these grade spans to the next must the student provide proof of vaccination. (Health and Safety Code section 120335(g)(1),(2).)
2. A written statement by a licensed physician attesting that the physical condition of a student is such, or medical circumstances relating to the student are such, that immunization is not considered safe, may also exempt the student from showing proof of immunization. The statement must identify the specific nature and probable duration of the medical condition or circumstances that contraindicated immunization. (Health and Safety Code section 120370(a).)
3. Students enrolled in home-based private school and independent study programs are also exempt. (Health and Safety Code section 120335(f).)

Please note that pursuant to Health and Safety Code section 120370(b) and notwithstanding the exemptions noted above, if an educational institution has good cause to believe that a student has been exposed to a disease listed above and his or her documentary proof of immunization status

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does not show proof of immunization against that disease, that student may be temporarily excluded from the school or institution until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease.

Must I vaccinate my student in order to remain enrolled in their current program at Motivated Youth Academy as they are independent study programs?

Motivated Youth Academy is an independent study program, and its primary method of instruction is independent study in accordance with Education Code section 551745 *et seq.* As such, a student enrolled in Motivated Youth Academy is exempt from the requirements of Senate Bill 277, as enacted, pursuant to Health and Safety Code section 120335(f). If a student were to enroll in another educational program that is not an independent study program, of course, then the requirements of Senate Bill 277 would apply to that student.

As stated above, the law exempts a student who is enrolled in an independent study program and does not receive classroom-based instruction.

What are the current vaccination requirements in order to enroll my student at Motivated Youth Academy?

Students entering Motivated Youth Academy who are not exempt will need the following immunization requirements:

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	*Five (5) doses
Polio	**Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	Two (2) doses
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose (students entering 7th grade only)

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*Four doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday (also meets the 7th-12th grade Tdap requirement. See fn. 8.) One or two doses of Td vaccine given on or after the 7th birthday count towards the K-12 requirement.

**Three doses of polio vaccine meet the requirement if one dose was given on or after the 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.

What may happen if I choose not to vaccinate my student and there is an outbreak of measles or another type of communicable disease?

Beyond specific medical procedures, in the event of an outbreak of a communicable disease, if there is good cause to believe that a student has been exposed to a communicable disease and the student does not have the required immunization against that disease, that student may be temporarily excluded from the School until the local health officer (county department of health) is satisfied that the student is no longer at risk of developing or transmitting the disease.

How do I submit my Personal Belief Exemption to Motivated Youth Academy, and what is the deadline?

Personal Belief Exemptions are no longer accepted as of December 31, 2015. If a student submitted a personal belief exemption prior to January 1, 2016, that student can remain enrolled in a public school program without submitting proof of vaccination until the student enrolls in their next “grade span.” The law defines grade spans as:

- a. birth to preschool.
- b. K to 6th grade.
- c. 7th to 12th grade.

When a student moves from one of these grade spans to the next, the student must provide proof of vaccination. (Health and Safety Code section 120335(g)(1),(2).)

This FAQ is intended to provide general information only. This FAQ is not intended to address all questions about SB 277 or immunizations, is not a substitute for legal advice, and to what extent this information conflicts with any relevant legal authority, such legal authority controls.

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For the most recent up-to-date information about SB 277 and the immunization requirements:

1. Visit the California Department of Public Health's website at www.shotsforschool.org.
2. Contact your local health department or county office of education.

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All students enrolling in Motivated Youth Academy must present either the immunization record or complete the Non-Immunization Confirmation form if a student has not received any/all of the required doses.

Because Motivated Youth Academy is a non-classroom based school, students are exempt from the SB277 law, which requires students in California to be:

1. up to date on all vaccinations.
2. have a doctor's note outlining the plan to be up-to-date.
3. have a medical exemption form signed by a doctor.

Since, according to law, we are obligated to maintain records of students’ immunization status, the Educational Rights Holder must provide current immunization records for all vaccinations received and/or sign a Non-Immunization Confirmation form.

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- d. Mumps
- e. Pertussis (whooping cough)
- f. Poliomyelitis
- g. Rubella
- h. Tetanus
- i. Hepatitis B
- j. Varicella (chickenpox).

Senate Bill 277 allows the Department of Health to identify other diseases requiring proof of immunization based on recommendations from the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services and other appropriate agencies.

Starting July 1, 2016, all students who are admitted for the first time to an educational institution identified in the list above and all students advancing to 7th grade must provide proof of vaccination. (Health and Safety Code section 120335(g)(3).)

Senate Bill 277 provides the following limited exemptions to the vaccination requirement:

1. If a student submitted a personal belief exemption prior to January 1, 2016, that student can remain enrolled in a public school program without submitting proof of vaccination until the student enrolls in their next “grade span.” The law defines grade spans as a) birth to preschool, b) K to 6th grade and c) 7th to 12th grade. In other words, only when a student moves from one of these grade spans to the next must the student provide proof of vaccination. (Health and Safety Code section 120335(g)(1),(2).)
2. A written statement by a licensed physician attesting that the physical condition of a student is such, or medical circumstances relating to the student are such, that immunization is not considered safe, may also exempt the student from showing proof of immunization. The statement must identify the specific nature and probable duration of the medical condition or circumstances that contraindicated immunization. (Health and Safety Code section 120370(a).)
3. Students enrolled in home-based private school and independent study programs are also exempt. (Health and Safety Code section 120335(f).)

Please note that pursuant to Health and Safety Code section 120370(b) and notwithstanding the exemptions noted above, if an educational institution has good cause to believe that a student has been exposed to a disease listed above and his or her documentary proof of immunization status

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does not show proof of immunization against that disease, that student may be temporarily excluded from the school or institution until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease.

Must I vaccinate my student in order to remain enrolled in their current program at Motivated Youth Academy as they are independent study programs?

Motivated Youth Academy is an independent study program, and its primary method of instruction is independent study in accordance with Education Code section 551745 *et seq.* As such, a student enrolled in Motivated Youth Academy is exempt from the requirements of Senate Bill 277, as enacted, pursuant to Health and Safety Code section 120335(f). If a student were to enroll in another educational program that is not an independent study program, of course, then the requirements of Senate Bill 277 would apply to that student.

As stated above, the law exempts a student who is enrolled in an independent study program and does not receive classroom-based instruction.

What are the current vaccination requirements in order to enroll my student at Motivated Youth Academy?

Students entering Motivated Youth Academy who are not exempt will need the following immunization requirements:

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	*Five (5) doses
Polio	**Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	Two (2) doses
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose (students entering 7th grade only)

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IMMUNIZATION POLICY

*Four doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the 7th birthday (also meets the 7th-12th grade Tdap requirement. See fn. 8.) One or two doses of Td vaccine given on or after the 7th birthday count towards the K-12 requirement.

**Three doses of polio vaccine meet the requirement if one dose was given on or after the 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.

What may happen if I choose not to vaccinate my student and there is an outbreak of measles or another type of communicable disease?

Beyond specific medical procedures, in the event of an outbreak of a communicable disease, if there is good cause to believe that a student has been exposed to a communicable disease and the student does not have the required immunization against that disease, that student may be temporarily excluded from the School until the local health officer (county department of health) is satisfied that the student is no longer at risk of developing or transmitting the disease.

How do I submit my Personal Belief Exemption to Motivated Youth Academy, and what is the deadline?

Personal Belief Exemptions are no longer accepted as of December 31, 2015. If a student submitted a personal belief exemption prior to January 1, 2016, that student can remain enrolled in a public school program without submitting proof of vaccination until the student enrolls in their next “grade span.” The law defines grade spans as:

- a. birth to preschool.
- b. K to 6th grade.
- c. 7th to 12th grade.

When a student moves from one of these grade spans to the next, the student must provide proof of vaccination. (Health and Safety Code section 120335(g)(1),(2).)

This FAQ is intended to provide general information only. This FAQ is not intended to address all questions about SB 277 or immunizations, is not a substitute for legal advice, and to what extent this information conflicts with any relevant legal authority, such legal authority controls.

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For the most recent up-to-date information about SB 277 and the immunization requirements:

1. Visit the California Department of Public Health's website at www.shotsforschool.org.
2. Contact your local health department or county office of education.

STUDENT SERVICES

5035-MYA

STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

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

STUDENT EXPRESSION

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

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

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

1. **Obscenity:** when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **Defamation:** Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **Discriminatory Material:** material that demeans a person or group because of the person/group’s mental or physical disability, sex (including pregnancy and related conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited

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

to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

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

DISTRIBUTION OF CIRCULARS, UN-OFFICIAL NEWSPAPERS, AND OTHER PRINTED MATTER

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

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the

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

Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.

2. Distribution, free or for a fee, may take place during an educational activity provided there is no substantial disruption in the school programs as determined by the Executive Director.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not be substantially disruptive to the educational activity as determined by the Executive Director or designee.

OFFICIAL SCHOOL PUBLICATIONS

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

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

BUTTONS, BADGES, AND OTHER INSIGNIA OF SYMBOLIC EXPRESSION

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

ORGANIZED DEMONSTRATIONS

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

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

regulations, or demonstrations that substantially disrupt the orderly operation of the educational activity are prohibited.

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

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

Off-Campus Expression

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

Relevant considerations include:

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

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

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

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

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

COMPLAINTS and APPEALS

The following procedures shall be used to address general disputes regarding student freedom of speech and expression:

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

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

STUDENT SERVICES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicate pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

The following characterize, but do not exhaustively list all unacceptable behavior:

- 1) Using the school funded Internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities.
- 2) Utilizing the school funded Internet/computer system for any illegal activity including violation of copyrights or other contracts relating to licensed uses.
- 3) Intentionally disrupting equipment or system performance.
- 4) Downgrading the equipment or system performance.
- 5) Damaging or misusing any hardware or software.
- 6) Utilizing the school's computing resources for commercial/financial gain or fraud.
- 7) Pirating and/or theft of data, equipment, or intellectual property.
- 8) Gaining or seeking to gain unauthorized access to resources or entities.
- 9) Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical behavior.
- 10) Using harassing, abusive or obscene language.
- 11) Annoying, harassing or intentionally offending another person.
- 12) Introducing computer viruses into the system.
- 13) Forging electronic mail messages or using an access owned by, or used by another.
- 14) Wasting of resources.
- 15) Invading the privacy of others.
- 16) Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

Consequences of non-compliance

As with any other violation of school rules and regulations, consequences of violations include, but are not limited to, the following:

- 1) Suspension of school funded Internet access
- 2) Revocation of school funded Internet access
- 3) Limitations of school funded computer access
- 4) Revocation of school funded computer access

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- 5) Disciplinary processes up to expulsion or involuntary withdrawal
- 6) Legal action and prosecution
- 7) Financial liability for loss of Internet/computer system

The Educational Rights Holder/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, the revoking of the user account, and appropriate legal action.

The Educational Rights Holder/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described in the publication entitled “Internet/Computer Acceptable Use Regulations” apply when on the Internet or using the school-owned computer.

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

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

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

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

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

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

Motivated Youth Academy
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STUDENT SERVICES**5045-MYA****ACCEPTABLE USE POLICY**

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

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

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

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

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

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

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

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicate pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

The following characterize, but do not exhaustively list all unacceptable behavior:

- 1) Using the school funded Internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities.
- 2) Utilizing the school funded Internet/computer system for any illegal activity including violation of copyrights or other contracts relating to licensed uses.
- 3) Intentionally disrupting equipment or system performance.
- 4) Downgrading the equipment or system performance.
- 5) Damaging or misusing any hardware or software.
- 6) Utilizing the school's computing resources for commercial/financial gain or fraud.
- 7) Pirating and/or theft of data, equipment, or intellectual property.
- 8) Gaining or seeking to gain unauthorized access to resources or entities.
- 9) Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical behavior.
- 10) Using harassing, abusive or obscene language.
- 11) Annoying, harassing or intentionally offending another person.
- 12) Introducing computer viruses into the system.
- 13) Forging electronic mail messages or using an access owned by, or used by another.
- 14) Wasting of resources.
- 15) Invading the privacy of others.
- 16) Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

Consequences of non-compliance

As with any other violation of school rules and regulations, consequences of violations include, but are not limited to, the following:

- 1) Suspension of school funded Internet access
- 2) Revocation of school funded Internet access
- 3) Limitations of school funded computer access
- 4) Revocation of school funded computer access

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

- 5) Disciplinary processes up to expulsion or involuntary withdrawal
- 6) Legal action and prosecution
- 7) Financial liability for loss of Internet/computer system

The Educational Rights Holder/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, the revoking of the user account, and appropriate legal action.

The Educational Rights Holder/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described in the publication entitled “Internet/Computer Acceptable Use Regulations” apply when on the Internet or using the school-owned computer.

Motivated Youth Academy*Page 4 of 4**Policy Adopted: October 10, 2019**Policy Reapproved: July 9, 2020**Policy Revised: August 19, 2021**Policy Revised: February 8, 2024**Policy Revised: June 13, 2024**Policy Reviewed: December 12, 2024**Policy Reviewed: month, day, year*

STUDENT SERVICES**5050-MYA****ACADEMIC INTEGRITY POLICY**

The Board of Directors of Motivated Youth Academy (“MYA” or the “Charter School”) considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity. Use of another person’s work or ideas must be accompanied by specific citations and references. The purpose of this Policy is to create and maintain ethics and integrity in all academic endeavors and to provide MYA students with an understanding of what is and is not acceptable.

DEFINITIONS:**1) ACADEMIC DISHONESTY**

A student cheats when they obtain or attempt to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. This may include but is not limited to:

- a. Copying, in part or in whole, from another student’s test, classwork, homework, data disk, or other media and claiming the work as one’s own.
- b. Submitting work completed by another person.
- c. Any act that interferes with a fair grading environment. Examples include helping another student to cheat; sharing or showing coursework to other students before submission; and/or stealing or interfering with other students’ work.
- d. Any form of dishonesty for academic advantage. Examples include false excuses for missed deadlines; falsifying or intentionally distorting the meaning of data; and/or re-submitting an assignment completed in a previous course.
- e. Altering or interfering with grading or grading instructions or stealing or altering tests or class materials.
- f. Encouraging or helping in any of the actions described above.

2) PLAGIARISM

1. The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.
2. Something used and represented in this manner.

EXAMPLES OF PLAGIARISM AND ACADEMIC DISHONESTY INCLUDE, BUT ARE NOT LIMITED TO:

1. Quoting someone else's words, sentences, paragraphs, or an entire paper without acknowledging the source
2. Paraphrasing someone else's ideas, opinions, or theory without acknowledging the source
3. Imitating someone else's structure or argument without acknowledging the source
4. Using more of a source than you acknowledged in your citation

STUDENT SERVICES**5050-MYA****ACADEMIC INTEGRITY POLICY**

5. Copying a fellow student's work, paper, and/or essays and turning it in as your own
6. Copying another student's computer file and submitting the work as your own, or allowing such to happen
7. Buying an essay, paper, or written work online without acknowledging the source
8. Using teacher manuals or answer keys

Regardless of the student's intent, the above acts constitute plagiarism and/or academic dishonesty. In essence, plagiarism is the theft of someone else's ideas and/or work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY IF A STUDENT IS SUSPECTED OF PLAGIARISM OR ACADEMIC DISHONESTY

INITIAL INCIDENT:

The teacher of record will confirm the student plagiarized or has been academically dishonest. The teacher of record will consult with school administration to set up a plan to help the student learn about plagiarism and academic dishonesty, and how to avoid it in the future. The student may be required to redo the assignment and may receive a reduction in the grade of that assignment depending on the age of the student and the severity of the academic dishonesty.

SECOND INCIDENT:

If a student is suspected of plagiarism or academic dishonesty for a second time:

The student may receive an F/zero for the assignment. A conference call with teacher of record, Educational Rights Holder of minor student or adult student, and school administrator will be scheduled to explain seriousness and to provide additional support.

THIRD INCIDENT:

If a student is suspected of plagiarism or academic dishonesty for a third time:

The student may receive a F/zero on the assignment. The student may receive a reduction of one letter grade for the entire course, regardless of which courses the first two offenses occurred. A

STUDENT SERVICES**5050-MYA****ACADEMIC INTEGRITY POLICY**

conference call with the teacher of record, Educational Rights Holder of minor student or adult student, and school administrator will be scheduled to determine if the student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

FOURTH INCIDENT:

The student may receive an F/zero on the assignment. The student may receive an F/zero for the entire course, regardless of which courses the first three offenses occurred. A conference call with the teacher of record, Educational Rights Holder of minor student or adult student, and school administrator will be scheduled to discuss providing notification that student's related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law. The student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

SPECIAL EDUCATION STUDENTS OR STUDENTS WITH 504 PLANS

If the at-risk student is an identified Special Education student, including a student with an Individualized Education Program ("IEP") or Section 504 plan, the teacher will contact the Special Education Program Manager or school counselor/504 coordinator and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism.

GRIEVANCE PROCEDURE:

The following procedure is established to ensure that students' grievances are addressed fairly by the appropriate persons in a timely manner. The Charter School prohibits discrimination against students/families on the basis of based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

STUDENT SERVICES**5050-MYA**

ACADEMIC INTEGRITY POLICY

If a student is determined to have committed plagiarism, cheating or other forms of academic dishonesty, is subject to consequences, and the Educational Rights Holder or student disagrees:

The student and Educational Rights Holder will address the Executive Director or designee in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate. The Executive Director or designee will investigate and respond with a written determination within ten (10) working days. If the concern or grievance is not resolved, the student and Educational Rights Holder may, within ten (10) working days, request a review with the Chair of the Board. The Chair of the Board shall investigate and make the final decision.

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STUDENT SERVICES**5050-MYA**

ACADEMIC INTEGRITY POLICY

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STUDENT SERVICES**5050-MYA**

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GRADE ACCELERATION POLICY

Motivated Youth Academy (“MYA”) has adopted this Grade Promotion Policy to apply to all students requesting grade promotion. MYA is committed to the success of each student. The goal of promotion is to create a bridge between the readiness of a student and the level and pace of instruction.

Promotion of a student can happen naturally within an independent study model and doesn’t typically need to be formally reflected in the student’s assigned grade level. Therefore, a thorough evaluation of a request to promote will be conducted before approving a promotion request.

Please note that TK students that were not eligible for kindergarten due to the age cut-off requirement must finish the two-year program by completing kindergarten before being considered for promotion. Educational rights holders of students in all other grade levels may request a grade level promotion of their student.

MYA reviews promotion requests at the end of each school year, after the student has been enrolled in MY Academy for the majority of the school year just completed. Exceptions may be made by a school administrator to review a promotion request earlier.

A promotion request may only be made if a previous Student Success Team (SST) meeting has been held during the current and just completed school year for the student. If an SST meeting was not held during the current and just completed school year, then a promotion request can not be made for that school year.

Educational rights holder(s)/guardian(s) must submit the following to a school administrator or designee before the first day of the last learning period of the school year:

1. Written request for the promotion of the student
2. Explanation of why the request is being made
3. List of all interventions and curriculums utilized during the school year
4. Evidence and documentation to show that the majority of the content standards at the grade level being requested to skip have been met (this may include, but is not limited to assignment and work records, assessment scores, work samples, report cards). Please note the school may request additional documentation as needed.

GRADE ACCELERATION POLICY

Teachers of students for whom a grade promotion request has been made must submit the following to the school administrator or designee before the first day of the last learning period of the school year:

1. Completed updated SST request form
2. Updated state and local assessment data
3. Report cards, if applicable
4. Other relevant information

An SST/promotion meeting will be held prior to the end of the school year with the teacher, school counselor, and school administrator or designee. The educational rights holder/guardian is invited to attend the beginning of the meeting to explain their request and any documentation, however, their attendance is not required. The team, minus the educational rights holder/guardian, will review the information and decide if grade promotion is appropriate. If the team cannot come to a consensus, then the Executive Director holds the responsibility of making the final decision. The educational rights holder(s)/guardian(s) will be notified via email of the decision within five school days of the SST/promotion meeting.

If the request is denied, the educational rights holder(s)/guardian(s) has the right to appeal. If the promotion request is approved, then the educational rights holder(s)/guardian(s) must sign the Educational Rights Holder/Guardian Promotion Acknowledgement Form before the student's grade level will be changed in the school database.

Right to Appeal

If the educational rights holder(s)/guardian(s) disagree with the decision, they have the right to appeal to the school's Executive Director.

- 1) Educational rights holder(s)/guardian(s) choosing to appeal a denial to retain a student shall submit a request to appeal the decision to the Executive Director with a detailed explanation specifying the reasons why the decision should be overturned. The submission of the request to appeal must occur no later than five school days following the date the educational rights holder(s)/guardian(s) were notified via email of the denial.
- 2) The Executive Director shall review the appeal as well as the student's academic performance records on which the SST relied. The Executive Director shall be provided an opportunity to discuss records with the educational rights holder(s)/guardian(s) and SST meeting members if deemed necessary by the Executive Director.

GRADE ACCELERATION POLICY

- 3) The Executive Director will notify the educational rights holder(s)/guardian(s) of their decision via email within seven (7) school days of receiving the appeal request.
- 4) The Executive Director's decision is final.

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GRADE ACCELERATION POLICY

- 3) The Executive Director will notify the educational rights holder(s)/guardian(s) of their decision via email within seven (7) school days of receiving the appeal request.
- 4) The Executive Director's decision is final.

STUDENT SERVICES**5070-MYA**

**TRANSGENDER AND GENDER NONCONFORMING STUDENT
NONDISCRIMINATION POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Transgender and Gender Nonconforming Student Nondiscrimination Policy to apply to students enrolled in MYA.

MYA is committed to providing a safe and supportive learning environment for all students, to ensure that every student shall have access to the schools’ educational programs and activities. Additionally, MYA policy requires that all schools and all personnel promote acceptance and respect among students and staff.

This policy reflects the reality that transgender and gender nonconforming students are enrolled in the school. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to transgender students.

The needs of each transgender student are unique. This policy should be interpreted consistently with the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that ‘gender means sex,’ and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide an equal educational opportunity to all students.

Title IX of the Education Amendments of 1972 states, “No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” This Policy provides guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students.

Motivated Youth Academy*Page 1 of ~~x~~2**Policy Adopted: May 14, 2020**Policy Reviewed: August 19, 2021**Policy Reviewed: March 14, 2024**Policy Reviewed: June 13, 2024**Policy Revised: December 12, 2024**Policy Reviewed: month, day, year*

STUDENT SERVICES**5070-MYA****TRANSGENDER AND GENDER NONCONFORMING STUDENT
NONDISCRIMINATION POLICY****PURPOSE**

The purpose of this policy is to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expressions, and to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistently with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and educational rights holders to further the successful educational development and well-being of every student.

SCOPE

This policy covers conduct that takes place at any MYA-sponsored functions and activities. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, at school-sponsored functions and activities, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, educational rights holders, and volunteers.

DEFINITIONS

The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of school staff. Students may or may not use these terms to describe themselves. These definitions are intended as functional descriptors.

Transgender and gender nonconforming youth use a number of words to describe their lives and gendered experiences. To list just a few examples, these students may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), bi-gender, two-spirit, trans man, trans woman, and a variety of other terms. Terminology and language describing transgender individuals can differ based on region, language, race or ethnicity, age, culture, and many other factors. Generally speaking, school staff and educators should inquire

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which terms students may prefer and avoid terms that make these students uncomfortable; a good general guideline is to employ those terms which the students use to describe themselves.

1. Gender: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth [Title 5, California Code of Regulations, §4910(k)].
2. Gender Identity: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development. A person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
3. Gender Expression: The manner in which a person represents or expresses their gender to others, often through appearance, behavior, clothing, hairstyles, activities, voice or mannerisms whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.
4. Gender Nonconforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender. Other terms that can have similar meanings include gender diverse or gender expansive.

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5. Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth. Other terms that can have similar meanings are transsexual and trans.
6. Transition: The process in which a person goes from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.
7. LGBTQ: An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning.” Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.
8. Sex: The biological condition or quality of being female or male.
9. Sexual Orientation: A person’s emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.
10. Bullying: Bullying means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be included by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.
11. Harassment: Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be defined by the state or

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local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

EDUCATIONAL RIGHTS HOLDER INVOLVEMENT

The educational rights holder(s) of transgender and gender nonconforming students can play a critical role in establishing a safe and accepting school environment for such youth. Transgender and gender nonconforming youth are coming out in growing numbers and transitioning earlier. We encourage schools to work with supportive educational rights holders whenever possible to establish healthy communication and ensure the needs of these often vulnerable students are fully met.

FEDERAL PROTECTIONS

It is important to note that federal law, specifically Title IX, prohibits sexual harassment and discrimination based on gender or sex stereotypes in every jurisdiction. While Title IX does not specifically use the terms “transgender” or “gender identity or expression,” courts have held that harassment and other discrimination against transgender and gender nonconforming people constitutes sex discrimination.

GUIDELINES

The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred activities and facilities. Each student has a unique process for transitioning. The school shall customize support to optimize each student’s integration.

1. Privacy and Confidentiality

- a. All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis. Information about a

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student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. Disclosing this information to other students, their educational rights holders or other third parties may violate privacy laws, such as Federal Family Educational Rights and Privacy Act (FERPA). The School shall ensure that all medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws. School staff shall not disclose information that may reveal a student's transgender status to others, including educational rights holders and other school staff, unless legally required to do so or unless the student has authorized such disclosure.

- b. Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. When contacting the educational rights holder of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, or educational rights holder has specified otherwise.
- c. School personnel may encounter situations where transgender students have not disclosed their transgender status. School personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply, or refer to a student's gender identity or expression.
- d. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance, or health, school personnel's focus should be specifically school-related and not on the student's gender identity or expression.
- e. When communicating to the media or community about issues related to gender identity, the school or Charter School shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, other School representatives/officials shall direct educational rights holders and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson and all staff, and all medical information shall be kept strictly confidential. Violating

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confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws.

2. Official Records

- a. The School is required to maintain, in perpetuity, mandatory permanent pupil records (“official records”) which include the legal name of the student and the student’s gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include, but are not limited to, progress and grade reports, transcripts, assessment data, health records, discipline records, Individualized Education Programs (IEP), Section 504 Plans and the cumulative card and file. However, to the extent that the school is not legally required to use a student’s legal name and gender on other school records or documents, the school shall use the name and gender preferred by the student.
- b. The School will change a student’s name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceedings. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of proper evidence of the court order, or through amendment of state or federally-issued identification, the student’s official name and gender in all school records shall be changed to reflect the legal name change. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

3. Unofficial Records

- a. The School shall permit a student to use a preferred name and gender on unofficial records. The unofficial records may include but are not limited to identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated unofficial records.

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- b. The School shall input the student's preferred name and gender in the appropriate fields of the School's electronic data system to indicate how the student's name and gender will appear on unofficial records.
 - c. The School shall permit a student or educational rights holder to request a change of name and/or gender so that a student may be registered in school under a name and gender that corresponds with the student's gender identity without obtaining a court order or without changing the student's official records.
 - d. After the school receives and verifies the contents of the written request, the school shall change the name and/or gender of the student in the School's electronic data system by entering the new name in the "preferred name" field. In the cumulative folder and registration card, name and gender should be cross-referenced.
4. Names/Pronouns
- a. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining educational rights holder permission. It is recommended that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's educational rights holder.
 - b. Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.
 - c. If school personnel are unsure how a student wants to be addressed in communications to the home or in conferences with educational rights holders, they may privately ask the student. For communications with a student's educational rights holder, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."

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- d. Every effort should be made to use the preferred names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy.
- 5. Restroom Accessibility
 - a. Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity asserted at school.
 - b. If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom or the health office restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom.
 - c. Administrators may take steps to designate single stall "gender neutral" restrooms on their campus.
- 6. Locker Room Accessibility
 - a. Schools may maintain separate locker room facilities for male and female students. Students shall have access to the locker room facility that corresponds to their gender identity asserted at school.
 - b. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:
 - i. Assignment of a student locker in near proximity to the coaches' office or a supportive peer group.
 - ii. Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).
 - iii. Use of a nearby private area (e.g. nearby restroom or a health office restroom).
 - iv. A separate changing schedule.
- 7. Sports, Athletics, and Physical Education
 - a. All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be

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permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

- b. When conducting physical education classes and fitness evaluations, the teacher will address and evaluate the student by their gender identity. Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in accordance with the sex reported on the student's initial enrollment, even when the student identifies as transgender. In these events, the physical education teacher shall make every effort to maintain confidentiality of student information.
 - c. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student's gender identity asserted at school and in accordance with the California Interscholastic Federation bylaws.
8. School Activities and Programs
- a. Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include, but are not limited to, cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, after school activities/programs and all extra-curricular activities.
9. Course Accessibility and Instruction
- a. Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.
10. Dress Codes/School Uniform Policies
- a. School may enforce a dress code pursuant to School policy. Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. A school's dress code and school uniform policy shall be gender neutral. Schools cannot enforce specific attire based on gender.

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- b. Students have the right to dress in accordance with their gender identity within the parameters of the dress code, as it relates to the school uniform or safety issues (e.g., prohibiting attire that promotes drugs or violence, or is gang-affiliated).
11. Student Safety
- a. School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.
 - b. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student's actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted.
 - c. School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.
 - d. School administration shall respond immediately to incidents of discrimination, harassment, bullying and/or intimidation by taking actions that include, but are not limited to, the following:
 - i. intervening to stop the behavior;
 - ii. investigating and documenting the incident;
 - iii. determining and enforcing appropriate corrective actions; and
 - iv. monitoring to ensure that the behavior does not re-occur.
 - e. School staff should take all reasonable steps to ensure safety and access for transgender and gender nonconforming students at their school. School staff shall support students' rights to assert their gender identity and expression.
 - f. Students shall not be disciplined solely on the basis of their actual or perceived gender identity or expression.
 - g. Students shall be informed that they have the responsibility to report situations/incidents of discrimination, harassment, bullying and/or intimidation to the designated site administrator in cases where they may be a target or witness.
 - h. Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying and/or intimidation. Students

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should consider how others may perceive or be affected by their actions and words.

12. Student Transitions

- a. In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate policies.
- b. When a student transitions during the school year, the school shall hold a meeting with the student (and educational rights holders if they are involved in the process) to ascertain their desires and concerns. The school should discuss a timeline for the transition in order to create the conditions supporting a safe and accepting environment at the school. Finally, the school shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

Training and Professional Development

The Charter School shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. To the extent funding is available, the School shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and educational rights holders about issues related to gender identity and gender expression that protect student privacy;
3. developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;

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4. school policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff.

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Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Transgender and Gender Nonconforming Student Nondiscrimination Policy to apply to students enrolled in MYA.

MYA is committed to providing a safe and supportive learning environment for all students, to ensure that every student shall have access to the schools’ educational programs and activities. Additionally, MYA policy requires that all schools and all personnel promote acceptance and respect among students and staff.

This policy reflects the reality that transgender and gender nonconforming students are enrolled in the school. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to transgender students.

The needs of each transgender student are unique. This policy should be interpreted consistently with the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that ‘gender means sex,’ and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide an equal educational opportunity to all students.

Title IX of the Education Amendments of 1972 states, “No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” This Policy provides guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students.

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This policy should be interpreted consistently with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and educational rights holders to further the successful educational development and well-being of every student.

SCOPE

This policy covers conduct that takes place at any MYA-sponsored functions and activities. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, at school-sponsored functions and activities, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, educational rights holders, and volunteers.

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The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of school staff. Students may or may not use these terms to describe themselves. These definitions are intended as functional descriptors.

Transgender and gender nonconforming youth use a number of words to describe their lives and gendered experiences. To list just a few examples, these students may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), bi-gender, two-spirit, trans man, trans woman, and a variety of other terms. Terminology and language describing transgender individuals can differ based on region, language, race or ethnicity, age, culture, and many other factors. Generally speaking, school staff and educators should inquire

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which terms students may prefer and avoid terms that make these students uncomfortable; a good general guideline is to employ those terms which the students use to describe themselves.

1. Gender: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth [Title 5, California Code of Regulations, §4910(k)].
2. Gender Identity: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development. A person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
3. Gender Expression: The manner in which a person represents or expresses their gender to others, often through appearance, behavior, clothing, hairstyles, activities, voice or mannerisms whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.
4. Gender Nonconforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender. Other terms that can have similar meanings include gender diverse or gender expansive.

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5. **Transgender**: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth. Other terms that can have similar meanings are transsexual and trans.
6. **Transition**: The process in which a person goes from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.
7. **LGBTQ**: An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning.” Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.
8. **Sex**: The biological condition or quality of being female or male.
9. **Sexual Orientation**: A person’s emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.
10. **Bullying**: Bullying means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be included by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.
11. **Harassment**: Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be defined by the state or

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local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

EDUCATIONAL RIGHTS HOLDER INVOLVEMENT

The educational rights holder(s) of transgender and gender nonconforming students can play a critical role in establishing a safe and accepting school environment for such youth. Transgender and gender nonconforming youth are coming out in growing numbers and transitioning earlier. We encourage schools to work with supportive educational rights holders whenever possible to establish healthy communication and ensure the needs of these often vulnerable students are fully met.

FEDERAL PROTECTIONS

It is important to note that federal law, specifically Title IX, prohibits sexual harassment and discrimination based on gender or sex stereotypes in every jurisdiction. While Title IX does not specifically use the terms “transgender” or “gender identity or expression,” courts have held that harassment and other discrimination against transgender and gender nonconforming people constitutes sex discrimination.

GUIDELINES

The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred activities and facilities. Each student has a unique process for transitioning. The school shall customize support to optimize each student’s integration.

1. Privacy and Confidentiality

- a. All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis. Information about a

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student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. Disclosing this information to other students, their educational rights holders or other third parties may violate privacy laws, such as Federal Family Educational Rights and Privacy Act (FERPA). The School shall ensure that all medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws. School staff shall not disclose information that may reveal a student's transgender status to others, including educational rights holders and other school staff, unless legally required to do so or unless the student has authorized such disclosure.

- b. Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. When contacting the educational rights holder of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, or educational rights holder has specified otherwise.
- c. School personnel may encounter situations where transgender students have not disclosed their transgender status. School personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply, or refer to a student's gender identity or expression.
- d. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance, or health, school personnel's focus should be specifically school-related and not on the student's gender identity or expression.
- e. When communicating to the media or community about issues related to gender identity, the school or Charter School shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, other School representatives/officials shall direct educational rights holders and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson and all staff, and all medical information shall be kept strictly confidential. Violating

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confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws.

2. Official Records

- a. The School is required to maintain, in perpetuity, mandatory permanent pupil records (“official records”) which include the legal name of the student and the student’s gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include, but are not limited to, progress and grade reports, transcripts, assessment data, health records, discipline records, Individualized Education Programs (IEP), Section 504 Plans and the cumulative card and file. However, to the extent that the school is not legally required to use a student’s legal name and gender on other school records or documents, the school shall use the name and gender preferred by the student.
- b. The School will change a student’s name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceedings. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of proper evidence of the court order, or through amendment of state or federally-issued identification, the student’s official name and gender in all school records shall be changed to reflect the legal name change. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

3. Unofficial Records

- a. The School shall permit a student to use a preferred name and gender on unofficial records. The unofficial records may include but are not limited to identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated unofficial records.

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- b. The School shall input the student's preferred name and gender in the appropriate fields of the School's electronic data system to indicate how the student's name and gender will appear on unofficial records.
 - c. The School shall permit a student or educational rights holder to request a change of name and/or gender so that a student may be registered in school under a name and gender that corresponds with the student's gender identity without obtaining a court order or without changing the student's official records.
 - d. After the school receives and verifies the contents of the written request, the school shall change the name and/or gender of the student in the School's electronic data system by entering the new name in the "preferred name" field. In the cumulative folder and registration card, name and gender should be cross-referenced.
4. Names/Pronouns
- a. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining educational rights holder permission. It is recommended that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's educational rights holder.
 - b. Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.
 - c. If school personnel are unsure how a student wants to be addressed in communications to the home or in conferences with educational rights holders, they may privately ask the student. For communications with a student's educational rights holder, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."

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- d. Every effort should be made to use the preferred names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy.
- 5. Restroom Accessibility
 - a. Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity asserted at school.
 - b. If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom or the health office restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom.
 - c. Administrators may take steps to designate single stall "gender neutral" restrooms on their campus.
- 6. Locker Room Accessibility
 - a. Schools may maintain separate locker room facilities for male and female students. Students shall have access to the locker room facility that corresponds to their gender identity asserted at school.
 - b. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:
 - i. Assignment of a student locker in near proximity to the coaches' office or a supportive peer group.
 - ii. Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).
 - iii. Use of a nearby private area (e.g. nearby restroom or a health office restroom).
 - iv. A separate changing schedule.
- 7. Sports, Athletics, and Physical Education
 - a. All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be

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permitted to participate in interscholastic athletics in a manner consistent with their gender identity.

- b. When conducting physical education classes and fitness evaluations, the teacher will address and evaluate the student by their gender identity. Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in accordance with the sex reported on the student's initial enrollment, even when the student identifies as transgender. In these events, the physical education teacher shall make every effort to maintain confidentiality of student information.
 - c. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student's gender identity asserted at school and in accordance with the California Interscholastic Federation bylaws.
8. School Activities and Programs
- a. Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include, but are not limited to, cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, after school activities/programs and all extra-curricular activities.
9. Course Accessibility and Instruction
- a. Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.
10. Dress Codes/School Uniform Policies
- a. School may enforce a dress code pursuant to School policy. Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. A school's dress code and school uniform policy shall be gender neutral. Schools cannot enforce specific attire based on gender.

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- b. Students have the right to dress in accordance with their gender identity within the parameters of the dress code, as it relates to the school uniform or safety issues (e.g., prohibiting attire that promotes drugs or violence, or is gang-affiliated).
11. Student Safety
- a. School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.
 - b. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student's actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted.
 - c. School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.
 - d. School administration shall respond immediately to incidents of discrimination, harassment, bullying and/or intimidation by taking actions that include, but are not limited to, the following:
 - i. intervening to stop the behavior;
 - ii. investigating and documenting the incident;
 - iii. determining and enforcing appropriate corrective actions; and
 - iv. monitoring to ensure that the behavior does not re-occur.
 - e. School staff should take all reasonable steps to ensure safety and access for transgender and gender nonconforming students at their school. School staff shall support students' rights to assert their gender identity and expression.
 - f. Students shall not be disciplined solely on the basis of their actual or perceived gender identity or expression.
 - g. Students shall be informed that they have the responsibility to report situations/incidents of discrimination, harassment, bullying and/or intimidation to the designated site administrator in cases where they may be a target or witness.
 - h. Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying and/or intimidation. Students

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should consider how others may perceive or be affected by their actions and words.

12. Student Transitions

- a. In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate policies.
- b. When a student transitions during the school year, the school shall hold a meeting with the student (and educational rights holders if they are involved in the process) to ascertain their desires and concerns. The school should discuss a timeline for the transition in order to create the conditions supporting a safe and accepting environment at the school. Finally, the school shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

Training and Professional Development

The Charter School shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. To the extent funding is available, the School shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and educational rights holders about issues related to gender identity and gender expression that protect student privacy;
3. developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;

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4. school policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff.

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STUDENT SERVICES**5075-MYA****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Transcripts from Non-Accredited Schools Policy to apply to students enrolled in MYA.

MYA strives to provide a rich, personalized path toward meeting graduation requirements. MY Academy welcomes transfer students from all educational backgrounds. When a student enrolls with MYA from a non-accredited school or homeschool MY Academy staff will ~~vet~~^{vet} the courses and credits being claimed before they are added to the student’s MY Academy transcript.

Policy for Accepting Credits on Transcripts from Non-accredited Schools and Homeschools

MYA will evaluate transcripts from a student’s previous school and grant credit toward MYA graduation requirements if the credits were earned at an accredited school and are credits that could have been earned at MYA.

Grade Level Placement

MYA will place students based on the grade level that corresponds with their 9th grade cohort year in CALPADS. Students who enroll from non-accredited schools or homeschools and have no attendance history in CALPADS will be placed in the grade level commensurate with their chronological age.

Non-accredited Schools/Homeschools

Students presenting transcripts/credits from a homeschool and/or non-accredited schools will be asked to provide additional documentation listed below for those courses, including but not limited to work samples, test scores, or projects for each course. These will be evaluated by MYA staff, and credits will be granted at their discretion. Generally, MYA will accept a maximum of 40 credits per semester.

Documentation Requirements

Students/educational rights holders must submit the following:

1. Five work samples per course per semester that represent course mastery
2. A list of curriculum used per course
3. A summary of [standards](#) met per course
 - a. Examples of acceptable samples include:
 - i. Graded midterm or final exam
 - ii. Significant/in-depth project
 - b. Transcript or grade report from vetted curriculum provider (e.g. Blue Tent, Apex, BYU)
 - c. Assessment results indicating proficiency/mastery. Examples include:

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STUDENT SERVICES**5075-MYA****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

- i. SAT Subject test score of 560
- ii. Local assessment scores - iReady at or above grade level
- iii. Diagnostic Exams for Core Subjects

Educational rights holders must provide transcripts and work samples/evidence within one week of the initial phone call from MY Academy staff requesting the transcript, work samples and other evidence.

Students will be placed at the grade level commensurate with their 9th grade cohort year as listed within CALPADS. If that data is not available, students will be placed based on their birthdate.

MYA may accept a maximum of 40 credits per semester for courses taken in high school (9-12) as follows:

- 1. Five - 5 unit core courses (English, history, math, science, Visual and Performing Arts (VAPA), Languages Other Than English (LOTE), Career Technical Education (CTE) and two elective courses).
- 2. Courses are accepted at the discretion of the Director of Secondary Education and the Lead Secondary Education Coordinator.

MYA may accept a maximum of 10 credits per semester for math or LOTE courses taken in middle school (7th/8th) as follows:

- 1. Four - 5 unit core courses (Algebra I, Geometry, Algebra II, LOTE I and LOTE II courses). No credit is awarded for courses taken in any other discipline.
- 2. A student may also be required to take a mathematics or LOTE placement test.
- 3. Please note that students still must complete 2 math courses in grades 9 - 12, regardless of how many math courses were completed in middle school.
- 4. Courses are accepted at the discretion of MY Academy staff.

STUDENT SERVICES**5075-MYA****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Transcripts from Non-Accredited Schools Policy to apply to students enrolled in MYA.

MYA strives to provide a rich, personalized path toward meeting graduation requirements. MY Academy welcomes transfer students from all educational backgrounds. When a student enrolls with MYA from a non-accredited school or homeschool MY Academy staff will vet the courses and credits being claimed before they are added to the student’s MY Academy transcript.

Policy for Accepting Credits on Transcripts from Non-accredited Schools and Homeschools

MYA will evaluate transcripts from a student’s previous school and grant credit toward MYA graduation requirements if the credits were earned at an accredited school and are credits that could have been earned at MYA.

Grade Level Placement

MYA will place students based on the grade level that corresponds with their 9th grade cohort year in CALPADS. Students who enroll from non-accredited schools or homeschools and have no attendance history in CALPADS will be placed in the grade level commensurate with their chronological age.

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STUDENT SERVICES**5075-MYA****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

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- 2. A student may also be required to take a mathematics or LOTE placement test.
- 3. Please note that students still must complete 2 math courses in grades 9 - 12, regardless of how many math courses were completed in middle school.
- 4. Courses are accepted at the discretion of MY Academy staff.

COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY

The Motivated Youth Academy Board of Directors (the “Board”) recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and bodily fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All employees shall be provided appropriate periodic instruction in basic procedures recommended by the California Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff, as per state requirements. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

IMMUNIZATIONS

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

The school shall not unconditionally admit any pupil unless, prior to his or her first admission to the school, he or she has been fully immunized. This section does not apply to a pupil in a home-based independent study program pursuant to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code and does not receive classroom-based instruction.

All rising 7th grade students must meet state mandated immunization requirements. (See “Immunization Policy”)

SCIENCE LABORATORY INSTRUCTION

Students involved in science laboratory experiences shall be protected from contamination from bodily fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving bodily fluids will be conducted by way of teacher demonstration rather than

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COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY

by student participation. In cases when students will be participating in wet lab activities/experiments, students will receive applicable training.

INJURIES AND ACCIDENTS

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. Employees of Motivated Youth Academy are trained annually on Bloodborne Pathogen Exposure Prevention.

COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY

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INJURIES AND ACCIDENTS

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. Employees of Motivated Youth Academy are trained annually on Bloodborne Pathogen Exposure Prevention.

STUDENT SERVICES**5110-MYA****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY**

The Motivated Youth Academy (“MYA” or the “Charter School”) Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. The Educational Rights Holder or

Motivated Youth Academy

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Policy Adopted: August 19, 2021

Policy Revised: January 11, 2024

Policy Revised: June 13, 2024

Policy Reviewed: December 12, 2024

Policy Reviewed: month, day, year

STUDENT SERVICES**5110-MYA****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING
DEVICE POLICY**

adult student will be contacted to pick up any confiscated private devices at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought to Charter School sponsored activities.

STUDENT SERVICES**5110-MYA****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY**

The Motivated Youth Academy (“MYA” or the “Charter School”) Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. The Educational Rights Holder or

STUDENT SERVICES

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CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY

adult student will be contacted to pick up any confiscated private devices at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought to Charter School sponsored activities.

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by the Charter School.

Definitions

1. **Education Record:** An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche that directly relates to a student and is maintained by the Charter School or by a party acting for the Charter School. Such information includes, but is not limited to: Date and place of birth; Educational Rights Holder’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;
 - a. Grades, test scores, courses taken, academic specializations and school activities;
 - b. Special education records;
 - c. Disciplinary records;
 - d. Medical and health records;
 - e. Attendance records and records of past schools attended; and/or
 - f. Personal information such as, but not limited to, a student’s name, the name of a student’s Educational Rights Holder(s) or other family members, student identification numbers, social security numbers, photographs, biometric record, or any other type of information that aids in the identification of a student.
 - g. An education record does not include any of the following:
 - i. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
 - ii. Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
 - iii. In the case of a person who is employed by the Charter School but not in attendance at the Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual’s capacity as an employee and are not available for any other purpose;
 - iv. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a

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STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with the treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the Charter School;

- v. Records that only contain information about an individual after the individual is no longer a student at the Charter School; or
 - vi. Grades on peer-graded papers before they are collected and recorded by a teacher.
2. **Personally Identifiable Information:** Personally identifiable information (“PII”) is information about a student that is contained in the student’s education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 (FERPA). PII includes, but is not limited to: a student’s name; the name of a student’s Educational Rights Holder or other family members; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Charter School reasonably believes knows the identity of the student to whom the education record relates.
3. **Directory Information:** The Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by the Charter School pursuant to the FERPA (20 U.S.C. § 1232g). The Charter School has designated the following information as directory information:
- a. Student’s name
 - b. Student’s address
 - c. Educational Rights Holder’s address
 - d. Telephone listing
 - e. Student’s electronic mail address
 - f. Educational Rights Holder’s electronic mail address
 - g. Photograph

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

- h. Date and place of birth
 - i. Dates of attendance
 - j. Grade level
 - k. Participation in officially recognized activities and sports
 - l. Weight and height of members of athletic teams
 - m. Degrees, honors, and awards received
 - n. The most recent educational agency or institution attended
 - o. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
4. **Educational Rights Holder:** Educational Rights Holder means an Educational Rights Holder of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
 5. **Eligible Student:** Eligible student means a student who has reached eighteen (18) years of age.
 6. **School Official:** A school official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of the Charter School. A school official also may include a volunteer for the Charter School or an independent contractor of the Charter School or other party who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; an Educational Rights Holder or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or an Educational Rights Holder, student, or other volunteer assisting another school official in performing the school official's tasks.
 7. **Legitimate Educational Interest:** A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the school official's professional responsibility.

Disclosure of Directory Information

At the beginning of each school year, the Charter School shall provide Educational Rights Holders and eligible students with a notice containing the following information: 1) The type of

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personally identifiable information it designates as directory information; 2) The Educational Rights Holder's or eligible student's right to require that the Charter School not release "directory information" without obtaining prior written consent from the Educational Rights Holder or eligible student; and 3) The period of time within which an Educational Rights Holder or eligible student must notify the Charter School in writing of the categories of "directory information" that it may not disclose without the Educational Rights Holder's or eligible student's prior written consent. The Charter School will continue to honor a valid request to opt-out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt-out request.

Annual Notification to Educational Rights Holders and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the Charter School shall provide eligible students currently in attendance and Educational Rights Holder of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the Educational Rights Holders and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the Educational Rights Holder or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written Educational Rights Holder's consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that the Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

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STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY****Educational Rights Holder and Eligible Student Rights Relating to Education Records**

Educational Rights Holders and eligible students have the right to review the student's education records. In order to do so, Educational Rights Holders and eligible students shall submit a request to review education records in writing to the registrar/admissions office. Within five (5) business days, the Charter School shall comply with the request.

Copies of Education Records

The Charter School will provide copies of requested documents within five (5) business days of a written request for copies. The Charter School may charge reasonable fees for copies it provides to Educational Rights Holders or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

Following the inspection and review of a student's education record, an Educational Rights Holder or eligible student may file a written request with the registrar/admissions office to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate
- b. Misleading
- c. In violation of the privacy rights of the student

The Charter School will respond within thirty (30) days of the receipt of the request to amend. The Charter School's response will be in writing and if the request for amendment is denied, the Charter School will set forth the reason for the denial and inform the Educational Rights Holder or eligible student of their right to a hearing challenging the content of the education record.

If the Director or designee sustains any or all of the allegations, the Director or designee must order the correction or the removal and destruction of the information. The Director or designee must then inform the Educational Rights Holder or eligible student of the amendment in writing.

Hearing to Challenge Education Record

If the Charter School denies an Educational Rights Holder or eligible student's request to amend an education record, the Educational Rights Holder or eligible student may, within thirty (30) days of the denial, request in writing that the Educational Rights Holder or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or

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in violation of the privacy rights of the student.

The Director or designee may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the Educational Rights Holder has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Director or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. An Educational Rights Holder appointed by the Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by the Charter School to the Educational Rights Holder or eligible student no later than twenty (20) days before the hearing.

The Director or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The Educational Rights Holder or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The Educational Rights Holder or eligible student may also, at the Educational Rights Holder or eligible student's own expense, be assisted or represented by one or more individuals of the Educational Rights Holder's or eligible student's choice, including an attorney. The decision of the Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the Educational Rights Holder or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the Educational Rights Holder or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why the Educational Rights Holder or eligible student disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the Educational Rights Holder or eligible student in the education records of a student, it will maintain the statement with the contested part of the record

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for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure of Education Records and Directory Information

The Charter School must have a signed and dated written consent from the Educational Rights Holder or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the Educational Rights Holder or eligible student may request a copy of the disclosed records and the Charter School shall provide the Educational Rights Holder or eligible student with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the Educational Rights Holder or eligible student and that the receiving party uses the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. The Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to Educational Rights Holders or eligible students, the Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the Educational Rights Holder or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that the Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

The Charter School will disclose education records, without prior written consent of the Educational Rights Holder or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to

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- enroll. The Charter School will make a reasonable attempt to notify the Educational Rights Holder or eligible student of the request for records at the Educational Rights Holder or eligible student's last known address, unless the disclosure is initiated by the Educational Rights Holder or eligible student. Additionally, the Charter School will give the Educational Rights Holder or eligible student, upon request, a copy of the record that was disclosed and give the Educational Rights Holder or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
 4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
 5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
 6. Accrediting organizations in order to carry out their accrediting functions;
 7. Educational Rights Holders of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
 8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the Educational Rights Holder or eligible student of the order or subpoena in advance of compliance, so that the Educational Rights Holder or eligible student may seek a protective order;
 9. Persons who need to know in cases of health and safety emergencies;
 10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
 11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for student and Educational Rights Holders, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
 12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School may disclose the final results of the disciplinary proceeding, regardless of whether the Charter School concluded a violation was committed.

Record Keeping Requirements**Motivated Youth Academy***Page 8 of ~~x~~44**Policy Adopted: October 10, 2019**Policy Revised: July 20, 2020**Policy Revised: December, 14, 2023**Policy Revised: June 13, 2024**Policy Revised: December 12, 2024**Policy Revised: month, day, year*

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

The Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of the Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to Educational Rights Holders or eligible students, the Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the Educational Rights Holder or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by Educational Rights Holders and eligible students, the Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the record keeping procedures of the Charter School.

Student cumulative records may not be removed from the premises of the Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

Complaints

Educational Rights Holders and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education

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400 Maryland Avenue, SW
Washington, D.C. 20202-8520

~~Office of the Chief Privacy Officer~~
~~U.S. Department of Education~~
~~400 Maryland Avenue, SW~~
~~Washington, D.C. 20202-5920~~

Record Retention

The Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 and 438, per the following:

1. Mandatory Permanent Student Records: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
 - a. Legal name of student
 - b. Date of birth
 - c. Method of verification of birth date
 - d. Sex of student
 - e. Place of birth
 - f. Name and address of Educational Rights Holder of minor student
 - g. Address of minor student if different than above
 - h. An annual verification of the name and address of the Educational Rights Holder and the residence of the student
 - i. Entering and leaving date of each school year and for any summer session or other extra session
 - j. Subjects taken during each year, half year, summer session or quarter
 - k. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 - l. Verification of or exemption from required immunizations
 - m. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

2. Mandatory Interim Student Records: must be maintained until judged to be disposable

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defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:

- a. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the Educational Rights Holder or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
- b. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.
- c. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
- d. Language training records.
- e. Progress slips and/or notices.
- f. Parental restrictions regarding access to directory information or related stipulations.
- g. Parental or adult student rejoinders to challenged records and to disciplinary action.
- h. Parental authorizations or prohibitions of student participation in specific programs.
- i. Results of standardized tests administered within the preceding three years.

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

3. Permitted Records: must be maintained and may be destroyed when their usefulness ceases or six (6) months following the student’s completion or withdrawal from school. These records are defined as:
 - a. Objective counselor and/or teacher ratings
 - b. Standardized test results older than three years
 - c. Routine discipline data
 - d. Verified reports of relevant behavioral patterns
 - e. All disciplinary notices

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f. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student has enrolled. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by the Charter School.

Definitions

1. **Education Record:** An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche that directly relates to a student and is maintained by the Charter School or by a party acting for the Charter School. Such information includes, but is not limited to: Date and place of birth; Educational Rights Holder’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;
 - a. Grades, test scores, courses taken, academic specializations and school activities;
 - b. Special education records;
 - c. Disciplinary records;
 - d. Medical and health records;
 - e. Attendance records and records of past schools attended; and/or
 - f. Personal information such as, but not limited to, a student’s name, the name of a student’s Educational Rights Holder(s) or other family members, student identification numbers, social security numbers, photographs, biometric record, or any other type of information that aids in the identification of a student.
 - g. An education record does not include any of the following:
 - i. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
 - ii. Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
 - iii. In the case of a person who is employed by the Charter School but not in attendance at the Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual’s capacity as an employee and are not available for any other purpose;
 - iv. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or

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paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with the treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the Charter School;

- v. Records that only contain information about an individual after the individual is no longer a student at the Charter School; or
 - vi. Grades on peer-graded papers before they are collected and recorded by a teacher.
2. **Personally Identifiable Information:** Personally identifiable information (“PII”) is information about a student that is contained in the student’s education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 (FERPA). PII includes, but is not limited to: a student’s name; the name of a student’s Educational Rights Holder or other family members; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Charter School reasonably believes knows the identity of the student to whom the education record relates.
3. **Directory Information:** The Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by the Charter School pursuant to the FERPA (20 U.S.C. § 1232g). The Charter School has designated the following information as directory information:
- a. Student’s name
 - b. Student’s address
 - c. Educational Rights Holder’s address
 - d. Telephone listing
 - e. Student’s electronic mail address
 - f. Educational Rights Holder’s electronic mail address
 - g. Photograph
 - h. Date and place of birth

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- i. Dates of attendance
 - j. Grade level
 - k. Participation in officially recognized activities and sports
 - l. Weight and height of members of athletic teams
 - m. Degrees, honors, and awards received
 - n. The most recent educational agency or institution attended
 - o. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
4. **Educational Rights Holder:** Educational Rights Holder means an Educational Rights Holder of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
 5. **Eligible Student:** Eligible student means a student who has reached eighteen (18) years of age.
 6. **School Official:** A school official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of the Charter School. A school official also may include a volunteer for the Charter School or an independent contractor of the Charter School or other party who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; an Educational Rights Holder or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or an Educational Rights Holder, student, or other volunteer assisting another school official in performing the school official's tasks.
 7. **Legitimate Educational Interest:** A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the school official's professional responsibility.

Disclosure of Directory Information

At the beginning of each school year, the Charter School shall provide Educational Rights Holders and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The Educational

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Rights Holder's or eligible student's right to require that the Charter School not release "directory information" without obtaining prior written consent from the Educational Rights Holder or eligible student; and 3) The period of time within which an Educational Rights Holder or eligible student must notify the Charter School in writing of the categories of "directory information" that it may not disclose without the Educational Rights Holder's or eligible student's prior written consent. The Charter School will continue to honor a valid request to opt-out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt-out request.

Annual Notification to Educational Rights Holders and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the Charter School shall provide eligible students currently in attendance and Educational Rights Holder of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the Educational Rights Holders and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the Educational Rights Holder or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written Educational Rights Holder's consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that the Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

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4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Educational Rights Holder and Eligible Student Rights Relating to Education Records

Educational Rights Holders and eligible students have the right to review the student's education records. In order to do so, Educational Rights Holders and eligible students shall submit a request to review education records in writing to the registrar/admissions office. Within five (5) business days, the Charter School shall comply with the request.

Copies of Education Records

The Charter School will provide copies of requested documents within five (5) business days of a written request for copies. The Charter School may charge reasonable fees for copies it provides to Educational Rights Holders or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

Following the inspection and review of a student's education record, an Educational Rights Holder or eligible student may file a written request with the registrar/admissions office to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate
- b. Misleading
- c. In violation of the privacy rights of the student

The Charter School will respond within thirty (30) days of the receipt of the request to amend. The Charter School's response will be in writing and if the request for amendment is denied, the Charter School will set forth the reason for the denial and inform the Educational Rights Holder or eligible student of their right to a hearing challenging the content of the education record.

If the Director or designee sustains any or all of the allegations, the Director or designee must order the correction or the removal and destruction of the information. The Director or designee must then inform the Educational Rights Holder or eligible student of the amendment in writing.

Hearing to Challenge Education Record

If the Charter School denies an Educational Rights Holder or eligible student's request to amend an education record, the Educational Rights Holder or eligible student may, within thirty (30)

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days of the denial, request in writing that the Educational Rights Holder or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Director or designee may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the Educational Rights Holder has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Director or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. An Educational Rights Holder appointed by the Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by the Charter School to the Educational Rights Holder or eligible student no later than twenty (20) days before the hearing.

The Director or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The Educational Rights Holder or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The Educational Rights Holder or eligible student may also, at the Educational Rights Holder or eligible student's own expense, be assisted or represented by one or more individuals of the Educational Rights Holder's or eligible student's choice, including an attorney. The decision of the Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the Educational Rights Holder or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the Educational Rights Holder or eligible student of the right to place a statement in the

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record commenting on the contested information in the record or stating why the Educational Rights Holder or eligible student disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the Educational Rights Holder or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure of Education Records and Directory Information

The Charter School must have a signed and dated written consent from the Educational Rights Holder or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the Educational Rights Holder or eligible student may request a copy of the disclosed records and the Charter School shall provide the Educational Rights Holder or eligible student with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the Educational Rights Holder or eligible student and that the receiving party uses the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. The Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to Educational Rights Holders or eligible students, the Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the Educational Rights Holder or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that the Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

The Charter School will disclose education records, without prior written consent of the Educational Rights Holder or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

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2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the Educational Rights Holder or eligible student of the request for records at the Educational Rights Holder or eligible student's last known address, unless the disclosure is initiated by the Educational Rights Holder or eligible student. Additionally, the Charter School will give the Educational Rights Holder or eligible student, upon request, a copy of the record that was disclosed and give the Educational Rights Holder or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Educational Rights Holders of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the Educational Rights Holder or eligible student of the order or subpoena in advance of compliance, so that the Educational Rights Holder or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for student and Educational Rights Holders, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings

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conducted by the Charter School with respect to that alleged crime or offense. The Charter School may disclose the final results of the disciplinary proceeding, regardless of whether the Charter School concluded a violation was committed.

Record Keeping Requirements

The Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of PII to institutions that make disclosures of the information on behalf of the Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to Educational Rights Holders or eligible students, the Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the Educational Rights Holder or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by Educational Rights Holders and eligible students, the Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the record keeping procedures of the Charter School.

Student cumulative records may not be removed from the premises of the Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

Complaints

Educational Rights Holders and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the

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requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Record Retention

The Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 and 438, per the following:

1. Mandatory Permanent Student Records: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
 - a. Legal name of student
 - b. Date of birth
 - c. Method of verification of birth date
 - d. Sex of student
 - e. Place of birth
 - f. Name and address of Educational Rights Holder of minor student
 - g. Address of minor student if different than above
 - h. An annual verification of the name and address of the Educational Rights Holder and the residence of the student
 - i. Entering and leaving date of each school year and for any summer session or other extra session
 - j. Subjects taken during each year, half year, summer session or quarter
 - k. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 - l. Verification of or exemption from required immunizations
 - m. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

2. Mandatory Interim Student Records: must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.”

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These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:

- a. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the Educational Rights Holder or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
- b. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.
- c. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
- d. Language training records.
- e. Progress slips and/or notices.
- f. Parental restrictions regarding access to directory information or related stipulations.
- g. Parental or adult student rejoinders to challenged records and to disciplinary action.
- h. Parental authorizations or prohibitions of student participation in specific programs.
- i. Results of standardized tests administered within the preceding three years.

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

3. Permitted Records: must be maintained and may be destroyed when their usefulness ceases or six (6) months following the student's completion or withdrawal from school.

These records are defined as:

- a. Objective counselor and/or teacher ratings
- b. Standardized test results older than three years
- c. Routine discipline data
- d. Verified reports of relevant behavioral patterns
- e. All disciplinary notices
- f. Attendance records not covered in the 5 CCR § 400

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Permitted student records may be forwarded upon a request by a public or private school in which a student has enrolled. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

Coversheet

Approval of 2025-2026 First Interim Financial Report

Section: IX. Business/Financial Services
Item: A. Approval of 2025-2026 First Interim Financial Report
Purpose: Vote
Submitted by: Gigi Lenz
Related Material:
2025-2026 First Interim Financial Report - Board Presentation - Sept-Oct - 10.31.25.pdf

BACKGROUND:

The 2025–2026 First Interim Financial Report is presented for Board review and approval. As summarized in the attached First Interim Presentation, MYA's financial position remains stable through October 31, 2025. Revenues are projected at \$5.88M, reflecting a \$229K increase from prior projections, driven largely by an additional \$226K in Concentration Grant funding based on updated UPP data per the latest FCMAT calculator.

Expenses are forecasting at \$5.69M, approximately \$52K above prior projections due to increased software, communications, and professional service costs, while personnel costs remain slightly below projection.

The year-end surplus is projected at \$195K, an improvement over the original \$110K budgeted surplus, and the fund balance is estimated at 28.4% of annual expenditures, reflecting continued fiscal health.

Additionally, compliance indicators—including a 14.47:1 pupil-to-teacher ratio and an 85% funding determination under the 40/80 rule—remain in alignment with requirements.

The Board is asked to approve the First Interim Financial Report for submission to the charter authorizer by the December 15 deadline as required by the California Department of Education.

RECOMMENDATION:

It is recommended the Board approve the First Interim Financial Report as presented for Motivated Youth Academy (#1628).

Fiscal Impact: None.



Motivated Youth Academy

October 2025 Financials

First Interim

12/11/2025 Board Meeting

Highlights

- Latest FCMAT Calc v26.2 updated the UPP by 15.3% & adding \$226K in State Aid.
- Attendance remains close to original budget with Enrollment at 319, ADA at 296.67, and the Attendance Yield at 93%. No updates needed at 1st Interim.
- The forecast currently includes 1 open TBD HR Staff position.
- The Days cash on hand projection for year-end is measuring at 64 days.
- Revenues have been updated or adjusted with the most recent data available.
- MYA's forecast remains reasonably close to prior projections at 1st Interim.
- Year-end surplus is forecasting at \$195K, compared to a budget surplus of \$110K.

Compliance and Reporting

- 14.47 : 1 Pupil to Teacher – compliant
- 40/80 currently supports an 85% funding determination: FY25-26 is NOT a funding determination year.

Pupil:Teacher Ratio	
14.47 : 1	

Cert.	Instr.
53.5%	78.1%
796,273	(109,846)

Revenue

- Revenues are forecasting at \$5.88M and \$229K more than prior projections.
- State Aid Revenue is now at \$4.60M and increased by \$226K in Concentration funds that resulted from updated UPP data using the latest FCMAT calculator.
- Federal Revenues are at \$587K and decreased by \$1K in Title I funding updates.
- Other State Revenue is forecasting at \$684K and added \$3K from a PY SPED Adj.
- Other Local Revenue added \$1K in Interest revenue and forecasting at \$12K.
- Aside from State Aid increasing, revenues are trending close to prior projections.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 1,027,329	\$ 712,774	\$ 314,555	\$ 4,604,217	\$ 4,377,821	\$ 226,396
Federal Revenue	17,070	137,018	(119,948)	586,906	584,581	2,325
Other State Revenue	27,094	115,910	(88,816)	684,034	676,944	7,090
Other Local Revenue	7,568	1,690	5,878	12,328	6,450	5,878
Total Revenue	\$ 1,079,061	\$ 967,393	\$ 111,668	\$ 5,887,484	\$ 5,645,796	\$ 241,688

Expenses

- Expenses are forecasting at \$5.69M and are \$52K more than prior projections.
- Personnel costs are \$8K lower than prior month and includes 1 FTE HR Staff position.
- Operational costs increased by \$60K at 1st Interim with the following notable line items:
 - Software - \$26K more for eDynamic LP & School Pathways costs.
 - Communications – \$17K more in costs from Verizon.
 - Professional Services – \$16K more with costs trending a bit higher this year.
 - All other line-items are trending close to prior projections.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 675,644	\$ 707,561	\$ 31,917	\$ 2,286,947	\$ 2,334,805	\$ 47,858
Classified Salaries	265,860	252,646	(13,214)	917,312	782,950	(134,361)
Benefits	320,638	343,293	22,655	1,104,312	1,095,942	(8,370)
Books and Supplies	157,454	80,059	(77,395)	302,048	276,386	(25,661)
Subagreement Services	9,264	29,153	19,889	215,275	215,274	(0)
Operations	60,090	53,833	(6,256)	179,270	161,500	(17,770)
Facilities	12,798	14,600	1,802	43,799	43,800	1
Professional Services	160,456	191,825	31,369	643,054	625,363	(17,691)
Total Expenses	\$ 1,662,204	\$ 1,672,971	\$ 10,767	\$ 5,692,015	\$ 5,536,021	\$ (155,994)

Fund Balance

- The year-end surplus is at \$195K and is 3.3% of total expenses.
- The fund balance is projecting at 28.4% of annual expenses.
- MYA's financials remain healthy at First Interim Reporting.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (583,143)	\$ (705,578)	\$ 122,435	\$ 195,469	\$ 109,775	\$ 85,695
Beginning Fund Balance	<u>1,422,277</u>	<u>1,422,277</u>		<u>1,422,277</u>	<u>1,422,277</u>	
Ending Fund Balance	<u>\$ 839,134</u>	<u>\$ 716,699</u>		<u>\$ 1,617,747</u>	<u>\$ 1,532,052</u>	
<i>As a % of Annual Expenses</i>	14.7%	12.9%		28.4%	27.7%	

Appendices

- Monthly Cash Flow / Forecast 25-26
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Reminders

FY25-26 Motivated Youth Academy

Monthly Cash Flow/Forecast FY25-26

Revised 12/02/2025

Actuals Through: C

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 Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 296.67	
State Aid - Revenue Limit																	
8011	LCFF State Aid	181,072	181,072	325,929	325,929	279,384	279,384	279,384	279,384	345,551	345,551	345,551	345,551	345,552	3,859,291	3,644,449	214,842
8012	Education Protection Account	-	-	13,327	-	-	14,834	-	-	14,834	-	-	-	16,340	59,334	59,334	-
8096	In Lieu of Property Taxes	-	-	-	-	44,117	44,117	44,117	44,117	169,708	84,854	84,854	84,854	84,853	685,592	674,038	11,554
		181,072	181,072	339,256	325,929	323,501	338,334	323,501	323,501	530,092	430,405	430,405	430,405	446,745	4,604,217	4,377,821	226,396
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	36,510	36,510	36,510	-
8290	Title I, Part A - Basic Low Income	-	-	15,123	-	-	45,368	-	-	-	-	-	-	(0)	60,491	58,401	2,090
8291	Title II, Part A - Teacher Quality	-	-	1,947	-	-	5,840	-	-	-	-	-	-	(1)	7,786	7,551	235
8296	Other Federal Revenue	-	-	-	-	-	-	120,530	-	-	120,530	-	-	241,060	482,119	482,119	-
		-	-	17,070	-	-	51,208	120,530	-	-	120,530	-	-	277,569	586,906	584,581	2,325
Other State Revenue																	
8311	State Special Education	-	-	-	22,516	19,016	19,016	19,016	19,016	32,819	32,819	32,819	32,819	32,819	262,675	262,675	-
8520	Child Nutrition	-	-	-	-	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	3,134	15,672	16,497	(825)
8550	Mandated Cost	-	-	-	-	-	12,388	-	-	-	-	-	-	-	12,388	12,388	-
8560	State Lottery	-	-	-	-	-	-	16,286	-	-	16,286	-	-	48,418	80,991	80,991	-
8598	Prior Year Revenue	-	739	3,839	-	-	-	-	-	-	-	-	-	-	4,578	-	4,578
8599	Other State Revenue	-	-	-	-	2,036	2,036	73,313	2,036	2,036	73,313	2,036	2,036	148,889	307,730	304,394	3,336
		-	739	3,839	22,516	22,619	35,007	110,183	22,619	36,422	123,986	36,422	36,422	233,260	684,034	676,944	7,090
Other Local Revenue																	
8660	Interest Revenue	2,795	2,042	1,721	423	167	167	167	167	167	167	167	167	-	8,313	2,000	6,313
8698	ASB Fundraising	-	-	-	-	490	490	490	490	490	490	490	-	-	3,427	4,450	(1,024)
8699	School Fundraising	338	250	-	-	-	-	-	-	-	-	-	-	-	588	-	588
		3,133	2,292	1,721	423	656	656	656	656	656	656	656	167	-	12,328	6,450	5,878
Total Revenue		184,205	184,103	361,886	348,868	346,776	425,205	554,870	346,776	567,171	675,577	467,483	466,993	957,573	5,887,484	5,645,796	241,688
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	53,648	131,099	134,547	147,838	145,798	145,798	145,798	145,798	145,798	145,798	145,798	155,798	-	1,643,514	1,728,464	84,949
1175	Teachers' Extra Duty/Stipends	877	2,136	2,123	2,123	3,394	3,394	3,394	3,394	3,394	3,394	3,394	3,936	-	34,953	15,500	(19,453)
1200	Pupil Support Salaries	24,156	26,567	26,567	26,786	26,426	26,426	26,426	26,426	26,426	26,426	26,426	26,426	-	315,482	317,109	1,627
1300	Administrators' Salaries	23,190	23,291	25,190	25,505	24,478	24,478	24,478	24,478	24,478	24,478	24,478	24,478	-	292,998	273,732	(19,266)
		101,872	183,093	188,426	202,253	200,095	200,095	200,095	200,095	200,095	200,095	200,095	210,637	-	2,286,947	2,334,805	47,858
Classified Salaries																	
2100	Instructional Salaries	25,981	26,824	36,536	33,299	37,720	37,720	37,720	37,720	37,720	37,720	37,720	37,720	-	424,398	202,147	(222,251)
2200	Support Salaries	30,790	31,183	31,362	31,529	31,326	31,326	31,326	31,326	31,326	31,326	31,326	31,326	-	375,470	580,804	205,334
2400	Clerical and Office Staff Salaries	4,868	5,867	6,169	1,452	12,386	12,386	12,386	12,386	12,386	12,386	12,386	12,386	-	117,444	-	(117,444)
		61,639	63,874	74,067	66,280	81,431	81,431	81,431	81,431	81,431	81,431	81,431	81,431	-	917,312	782,950	(134,361)
Benefits																	
3101	STRS	19,338	34,578	35,712	35,244	38,288	38,288	38,288	38,288	38,288	38,288	38,288	40,305	-	433,194	445,948	12,754
3301	OASDI	3,892	4,329	5,047	5,498	5,270	5,270	5,270	5,270	5,270	5,270	5,270	5,270	-	60,923	48,543	(12,381)
3311	Medicare	2,375	3,513	3,760	3,964	4,139	4,139	4,139	4,139	4,139	4,139	4,139	4,294	-	46,876	45,207	(1,668)
3401	Health and Welfare	37,963	22,955	27,252	42,581	33,750	33,750	33,750	33,750	33,750	33,750	33,750	33,750	-	400,750	393,750	(7,000)
3501	State Unemployment	123	312	148	166	1,371	1,371	6,853	5,483	2,741	1,371	1,371	1,371	-	22,678	25,313	2,634
3601	Workers' Compensation	8,619	(3,273)	746	13,874	3,996	3,996	3,996	3,996	3,996	3,996	3,996	4,146	-	52,083	43,649	(8,434)
3901	Other Benefits	2,582	2,355	(359)	7,347	9,441	9,441	9,441	9,441	9,441	9,441	9,441	9,795	-	87,808	93,533	5,725
		74,892	64,769	72,305	108,673	96,254	96,254	101,737	100,366	97,625	96,254	96,254	98,929	-	1,104,312	1,095,942	(8,370)
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	-	-	800	800	800	800	800	800	800	800	-	6,400	6,400	-
4302	School Supplies	-	-	-	-	-	274	34	9,182	3,235	3,235	3,235	3,235	-	22,429	22,429	-
4305	Software	113,508	4,905	5,284	14,793	4,176	4,176	4,176	4,176	4,176	4,176	4,176	4,176	-	171,898	146,160	(25,738)
4310	Office Expense	169	4,174	1,294	5,446	5,626	5,742	5,742	5,742	5,742	5,742	5,742	5,742	-	56,900	56,900	(0)
4311	Business Meals	100	1,468	815	1,432	617	617	617	617	617	617	617	617	-	8,748	8,000	(748)
4400	Noncapitalized Equipment	-	151	2,263	1,652	-	195	24	6,523	2,298	2,298	2,298	2,298	-	20,000	20,000	-
4700	Food Services	-	-	-	-	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	-	15,672	16,497	825
		113,777	10,698	9,656	23,323	13,177	13,763	13,352	28,998	18,826	18,826	18,826	18,826	-	302,048	276,386	(25,661)
Subagreement Services																	
5102	Special Education	-	-	7,501	809	8,070	5,460	5,460	5,460	5,460	5,460	5,460	5,460	-	54,600	54,600	(0)
5104	Transportation	-	-	-	-	750	750	750	750	750	750	750	750	-	6,000	6,000	-
5106	Other Educational Consultants	-	-	-	954	-	1,820	228	60,921	21,463	21,463	21,463	21,463	-	149,774	149,774	-
5107	Instructional Services	-	-	-	-	613	613	613	613	613	613	613	613	-	4,900	4,900	-
		-	-	7,501	1,763	9,433	8,643	7,051	67,744	28,285	28,285	28,285	28,285	-	215,275	215,274	(0)
Operations and Housekeeping																	
5201	Auto and Travel	765	2,155	1,242	8,234	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	-	20,930	20,000	(930)
5300	Dues & Memberships	4,652	1,270	-	(636)	1,370	1,220	1,220	1,220	1,220	1,220	1,220	1,220	-	15,196	15,200	4
5400	Insurance	6,480	1,786	1,786	1,786	4,987	3,367	3,367	3,367	3,367	3,367	3,367	3,367	-	40,391	40,400	9
5516	Miscellaneous Expense	-	-	-	-	960	320	320	320	320	320	320	320	-	3,200	3,200	-

FY25-26 Motivated Youth Academy

Monthly Cash Flow/Forecast FY25-26

Revised 12/02/2025

Actuals Through: C

ADA = 296.67



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 Forecast	Original Budget Total	Favorable / (Unfav.)
5900	Communications		5,266	6,455	8,017	8,576	8,117	8,117	8,117	8,117	8,117	8,117	8,117	8,117	-	93,248	76,400	(16,848)
5901	Postage and Shipping		532	152	1,000	571	375	525	525	525	525	525	525	525	-	6,305	6,300	(5)
			17,694	11,818	12,045	18,531	16,875	14,615	14,615	14,615	14,615	14,615	14,615	14,615	-	179,270	161,500	(17,770)
Facilities, Repairs and Other Leases																		
5601	Rent		3,170	2,662	3,251	2,435	3,898	3,083	3,083	3,083	3,083	3,083	3,083	3,083	-	36,999	37,000	1
5602	Additional Rent		-	-	-	-	263	263	263	263	263	263	263	263	-	2,100	2,100	-
5604	Other Leases		320	320	320	320	678	392	392	392	392	392	392	392	-	4,699	4,700	1
			3,490	2,982	3,571	2,755	4,839	3,738	3,738	3,738	3,738	3,738	3,738	3,738	-	43,799	43,800	1
Professional/Consulting Services																		
5801	IT		6,448	6,590	408	16,646	9,400	9,100	9,100	9,100	9,100	9,100	9,100	9,100	-	103,192	103,200	9
5802	Audit & Taxes		-	-	2,066	3,255	12,167	12,167	6,167	-	-	-	-	-	-	35,821	36,500	680
5803	Legal		-	828	120	-	3,516	3,463	3,463	3,463	3,463	3,463	3,463	3,463	-	28,701	28,700	(1)
5804	Professional Development		1,650	375	1,399	1,911	2,075	1,475	1,475	1,475	1,475	1,475	1,475	1,475	-	17,735	17,700	(35)
5805	General Consulting		14,450	17,648	17,873	16,342	17,304	16,704	16,704	16,704	16,704	16,704	16,704	16,704	-	200,545	200,450	(95)
5806	Special Activities/Field Trips		-	-	-	-	-	303	38	10,134	3,570	3,570	3,570	3,570	-	24,756	24,756	-
5807	Bank Charges		26	25	221	26	75	75	75	75	75	75	75	75	-	898	900	2
5808	Printing		-	603	512	-	560	560	560	560	560	560	560	560	-	5,594	5,600	6
5809	Other taxes and fees		-	85	149	1,161	242	242	242	242	242	242	242	242	-	3,328	2,900	(428)
5810	Payroll Service Fee		(1)	-	-	-	510	510	510	510	510	510	510	510	-	4,079	25,500	21,421
5811	Management Fee		11,762	11,837	11,837	11,762	12,548	12,548	12,548	12,548	12,548	12,548	12,548	12,548	-	147,578	108,185	(39,393)
5812	District Oversight Fee		-	-	-	-	2,912	3,045	2,912	2,912	4,771	3,874	3,874	3,874	13,267	41,438	39,400	(2,038)
5813	County Fees		-	2,288	-	-	-	-	2,350	-	-	2,350	-	-	2,412	9,400	9,400	-
5814	SPED Encroachment		-	-	-	-	666	666	666	666	1,149	1,149	1,149	1,149	3,215	10,471	10,471	-
5815	Public Relations/Recruitment		-	57	250	(150)	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	-	9,517	11,700	2,183
			34,334	40,336	34,834	50,953	63,143	62,026	57,978	59,557	55,336	56,789	54,439	54,439	18,893	643,054	625,363	(17,691)
Depreciation																		
			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																		
			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses			407,697	377,570	402,405	474,532	485,247	480,564	479,996	556,543	499,951	500,033	497,683	510,900	18,893	5,692,015	5,536,021	(155,994)
Monthly Surplus (Deficit)			(223,492)	(193,468)	(40,519)	(125,664)	(138,471)	(55,359)	74,873	(209,768)	67,220	175,544	(30,200)	(43,907)	938,680	195,469	109,775	85,695
Cash Flow Adjustments																3.3%		
Monthly Surplus (Deficit)			(223,492)	(193,468)	(40,519)	(125,664)	(138,471)	(55,359)	74,873	(209,768)	67,220	175,544	(30,200)	(43,907)	938,680	195,469		
Cash flows from operating activities																		
Depreciation/Amortization			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables			812,771	49,208	5,809	58,541	-	-	(360,333)	-	-	-	-	-	(957,573)	(391,578)		
Grants and Contributions Rec.			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses			87,018	28,504	-	(1,111)	-	-	-	-	-	-	-	-	-	114,411		
Other Assets			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable			(62,486)	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Expenses			(28,745)	(35,901)	7,755	21,240	-	-	-	-	-	-	-	-	-	(35,651)		
Other Liabilities			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue			6,576	3,509	94,492	113,914	-	-	-	-	-	-	-	(252,536)	-	(34,045)		
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			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash			591,642	(148,148)	67,537	66,920	(138,471)	(55,359)	(285,460)	(209,768)	67,220	175,544	(30,200)	(296,443)				
Cash, Beginning of Month			1,186,219	1,777,861	1,629,713	1,697,250	1,764,170	1,625,699	1,570,340	1,284,880	1,075,112	1,142,332	1,317,876	1,287,676				
Cash, End of Month			1,777,861	1,629,713	1,697,250	1,764,170	1,625,699	1,570,340	1,284,880	1,075,112	1,142,332	1,317,876	1,287,676	991,233				
																# Days Cash		
																64		

Motivated Youth Academy**Budget vs Actual****For the period ended October 31, 2025**

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
8011 - LCFF Revenue	\$325,929	\$263,831	\$325,929	\$1,014,002	\$ 556,977	\$ 457,026	\$3,644,449
8012 - Economic Protection Account Funding	-	-	-	13,327	14,834	(1,507)	59,334
8096 - In Lieu of Property Taxes	-	43,374	-	-	140,964	(140,964)	674,038
Total State Aid - Revenue Limit	325,929	307,205	325,929	1,027,329	712,774	314,555	4,377,821
Federal Revenue							
8181 - Federal Special Education - IDEA	-	-	-	-	-	-	36,510
8290 - Title I, Part A - Basic Low Income	-	-	-	15,123	14,600	523	58,401
8291 - Title II, Part A - Teacher Quality	-	-	-	1,947	1,888	59	7,551
8296 - Other Federal Revenue	-	120,530	-	-	120,530	(120,530)	482,119
Total Federal Revenue	-	120,530	-	17,070	137,018	(119,948)	584,581
Other State Revenue							
8311 - State Special Education - AB602	22,516	19,016	22,516	22,516	40,144	(17,628)	262,675
8520 - State - Child Nutrition	-	825	-	-	825	(825)	16,497
8550 - State - Mandated Cost Reimbursement	-	-	-	-	-	-	12,388
8560 - State - State Lottery	-	-	-	-	-	-	80,991
8598 - Prior Year Revenues	-	-	-	4,578	-	4,578	-
8599 - State - Other State Revenue	-	73,013	-	-	74,941	(74,941)	304,393
Total Other State Revenue	22,516	92,854	22,516	27,094	115,910	(88,816)	676,944
Other Local Revenue							
8660 - Interest Revenue	423	167	423	6,980	667	6,313	2,000
8699 - School Fundraising	-	579	-	588	1,024	(436)	4,450
Total Other Local Revenue	423	745	423	7,568	1,690	5,878	6,450
Total Revenue	348,868	521,333	348,868	1,079,061	967,392	111,669	5,645,795
Expenses							
Certificated Salaries							
1100 - Certificated Teachers' Salaries	147,838	152,775	147,838	467,132	506,265	(39,133)	1,728,464
1175 - Certificated Teachers' Extra Duties/Stipends	2,123	1,394	2,123	7,259	4,348	2,911	15,500
1200 - Certificated Pupil Support Salaries	26,786	26,426	26,786	104,076	105,703	(1,627)	317,109
1300 - Certificated Supervisors' and Administrators' Salaries	25,505	22,811	25,505	97,177	91,244	5,933	273,732
Total Certificated Salaries	202,253	203,405	202,253	675,644	707,561	(31,917)	2,334,805
Classified Salaries							
2100 - Classified Instructional Salaries	33,299	17,700	33,299	122,639	60,549	62,090	202,147
2200 - Classified Support Salaries	31,529	48,588	31,529	124,863	192,097	(67,234)	580,804
2400 - Clerical, Technical, and Office Staff Salaries	1,452	-	1,452	18,357	-	18,357	-
Total Classified Salaries	66,280	66,288	66,280	265,860	252,646	13,214	782,950
Benefits							
3101 - State Teachers' Retirement System, certificated positions	35,244	38,850	35,244	124,872	135,144	(10,273)	445,948
3301 - OASDI/Medicare/Alternative, certificated positions	5,498	4,110	5,498	18,766	15,664	3,102	48,543
3311 - Medicare certificated positions	3,964	3,911	3,964	13,612	13,923	(311)	45,207
3401 - Health and Welfare Benefits, certificated positions	42,581	32,813	42,581	130,751	131,250	(499)	393,750
3501 - State Unemployment Insurance, certificated positions	166	1,266	166	749	5,062	(4,314)	25,312
3601 - Workers' Compensation Insurance, certificated positions	13,874	3,776	13,874	19,966	13,443	6,523	43,649
3901 - Other Benefits, certificated positions	7,347	8,091	7,347	11,924	28,806	(16,882)	93,533
Total Benefits	108,673	92,816	108,673	320,639	343,293	(22,654)	1,095,942
Books & Supplies							
4100 - Textbooks and Core Curricula Materials	-	533	-	-	2,133	(2,133)	6,400
4302 - School Supplies	-	227	-	-	1,096	(1,096)	22,429
4305 - Software	14,793	12,180	14,793	138,490	48,720	89,770	146,160
4310 - Office Expense	5,446	4,742	5,446	11,083	18,967	(7,884)	56,900
4311 - Business Meals	1,432	667	1,432	3,815	2,667	1,148	8,000
4400 - Noncapitalized Equipment	1,652	202	1,652	4,066	977	3,089	20,000
4700 - Food Services	-	1,375	-	-	5,499	(5,499)	16,497
Total Books & Supplies	23,323	19,926	23,323	157,454	80,059	77,395	276,386
Subagreement Services							
5102 - Special Education	809	4,550	809	8,310	18,200	(9,890)	54,600

Motivated Youth Academy**Budget vs Actual****For the period ended October 31, 2025**

5104 - Transportation	-	500	-	-	2,000	(2,000)	6,000
5106 - Other Educational Consultants	954	1,516	954	954	7,320	(6,366)	149,774
5107 - Instructional Services	-	408	-	-	1,633	(1,633)	4,900
Total Subagreement Services	1,763	6,974	1,763	9,264	29,153	(19,889)	215,274
Professional/Consulting Services							
5801 - IT	16,646	8,600	16,646	30,092	34,400	(4,309)	103,200
5802 - Audit and Tax	3,255	12,167	3,255	5,321	12,167	(6,846)	36,500
5803 - Legal	-	2,392	-	948	9,567	(8,619)	28,700
5804 - Professional Development	1,911	1,475	1,911	5,335	5,900	(565)	17,700
5805 - General Consulting	16,342	16,704	16,342	66,312	66,817	(505)	200,450
5806 - Special Activities	-	251	-	-	1,210	(1,210)	24,756
5807 - Bank Charges	26	75	26	298	300	(2)	900
5808 - Printing	-	467	-	1,114	1,867	(752)	5,600
5809 - Other Taxes and Fees	1,161	242	1,161	1,395	967	428	2,900
5810 - Payroll Service Fee	-	2,125	-	(1)	8,500	(8,501)	25,500
5811 - Management Fee	11,762	9,015	11,762	47,198	36,062	11,136	108,185
5812 - District Oversight Fee	-	2,765	-	-	6,415	(6,415)	39,400
5813 - LACOE Fees	-	2,350	-	2,288	2,350	(62)	9,400
5814 - SELPA Fees	-	666	-	-	1,405	(1,405)	10,471
5815 - Public Relations	(150)	975	(150)	157	3,900	(3,743)	11,700
Total Professional/Consulting Services	50,953	60,267	50,953	160,456	191,825	(31,369)	625,362
Facilities, Repairs & Other Leases							
5601 - Rent	2,435	3,083	2,435	11,518	12,333	(816)	37,000
5602 - Additional Rent	-	175	-	-	700	(700)	2,100
5604 - Other Leases	320	392	320	1,280	1,567	(287)	4,700
Total Facilities, Repairs & Other Leases	2,755	3,650	2,755	12,798	14,600	(1,802)	43,800
Operations & Housekeeping							
5201 - Auto and Travel Expense	8,234	1,667	8,234	12,396	6,667	5,730	20,000
5300 - Dues & Memberships	(636)	1,267	(636)	5,286	5,067	219	15,200
5400 - Insurance	1,786	3,367	1,786	11,838	13,467	(1,629)	40,400
5516 - Miscellaneous Expense	-	267	-	-	1,067	(1,067)	3,200
5900 - Communications	8,576	6,367	8,576	28,314	25,467	2,848	76,400
5901 - Postage and Shipping	571	525	571	2,255	2,100	155	6,300
Total Operations & Housekeeping	18,531	13,458	18,531	60,090	53,833	6,256	161,500
Total Expenses	474,532	466,784	474,532	1,662,204	1,672,970	(10,766)	5,536,019
Change in Net Assets	(125,664)			(583,143)			
Net Assets, Beginning of Period	964,798			1,422,277			
Net Assets, End of Period	\$839,134			\$ 839,134			

Motivated Youth Academy
Statement of Financial Position
October 31, 2025



	Current Balance	Beginning Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	\$ 1,764,170	\$ 1,186,219	\$ 577,951	49 %
Accounts Receivable	40,536	40,536	0	0 %
Public Funding Receivables	128,604	1,054,933	(926,329)	(88) %
Prepaid Expenses	6,120	120,531	(114,411)	(95) %
Total Current Assets	1,939,430	2,402,219	(462,789)	(19) %
Total Assets	\$ 1,939,430	\$ 2,402,219	\$ (462,789)	(19) %
Liabilities				
Current Liabilities				
Accounts Payable	\$ (290)	\$ 62,196	\$ (62,486)	(100) %
Accrued Liabilities	279,478	315,129	(35,650)	(11) %
Deferred Revenue	821,108	602,617	218,490	36 %
Total Current Liabilities	1,100,296	979,942	120,354	12 %
Total Liabilities	1,100,296	979,942	120,354	12 %
Net Asset	839,134	1,422,277	(583,143)	(41) %
Liabilities & Net Assets	\$ 1,939,430	\$ 2,402,219	\$ (462,789)	(19) %

MY Academy Charter

Check Register

For the period ended October 31, 2025



Check Number	Vendor	Transaction Description	Check Date	Check Amount
21185	California Schools VEBA	Health Ins - 10/25	10/2/2025	\$ 36,843.89
21186	eDynamic LP	2025-26 Instructional Svcs	10/2/2025	3,000.00
21187	Forth and Sons	Web Svcs - QR Codes - 08/25	10/2/2025	400.00
21188	Instructure, Inc.	Transcript Svcs - 08/01/25 - 07/31/26	10/2/2025	1,061.00
21189	Land's End Business Outfitters	Staff Polos	10/2/2025	3,350.34
21190	Securian Life Insurance Company	Life Ins - 10/25	10/2/2025	1,000.27
21191	Diane Gonzalez	Gonzales, Diane Wait Time Penalty 3 days	10/6/2025	1,111.90
21192	SchoolsFirst Plan Administration LLC	MYA 457b 09/26/25	10/9/2025	3,224.90
21193	SchoolsFirst Plan Administration LLC	MYA 403b 09/26/25	10/9/2025	400.00
21194	2025 CSDC Conference Registration	2025 CSDC Conference Registration (5)	10/10/2025	629.00
21195	Diane Georgeson	Admin. Support Svcs	10/10/2025	173.47
21196	Edmentum	License (1) - 09/01/25 - 09/30/25	10/10/2025	325.00
21197	SchoolsFirst Plan Administration LLC	MYA 457 10/10/25	10/10/2025	815.12
21198	Land's End Business Outfitters	Staff Polos	10/16/2025	212.72
21199	School Pathways LLC	Subscription (1,317) - 07/01/25 - 06/30/26	10/16/2025	7,568.33
21200	Sonoma County Office of Education	2025-2026 Goalbook License Renewal	10/16/2025	1,100.00
21201	TSW Therapy, Inc.	SpEd Svcs - 06/25	10/16/2025	634.00
21202	Acacia HR Solutions	Consulting Svcs - 11/25	10/24/2025	4,800.00
21203	Forth and Sons	Web Svcs - QR Codes - 10/25	10/24/2025	50.00
21204	KRA Corporation	Consulting Svcs - 09/25	10/24/2025	6,968.07
21205	NCS Pearson Inc	2025-26 DALs Renewal (8)	10/24/2025	100.00
21206	Specialized Therapy Services, Inc.	SpEd Svcs - 08/25	10/24/2025	67.50
21207	State of California Department of Justice	Fingerprint Svcs - 09/25	10/24/2025	49.00
21208	Amtrust North America	Workers' Comp Audit - 07/24	10/29/2025	13,128.00
21209	Land's End Business Outfitters	Staff Polos	10/29/2025	44.48
21210	MarshMcLennan Agency	Workers Comp. - 07/01/25 - 07/01/26 - Installment 6 of 10	10/29/2025	746.00
21211	Securian Life Insurance Company	Life Ins - 11/25	10/29/2025	1,110.77
21212	SchoolsFirst Plan Administration LLC	MYA 457 10/24/25	10/31/2025	3,316.29
21213	SchoolsFirst Plan Administration LLC	MYA 403b 10/24/25	10/31/2025	400.00
322271620000304	Keyn Group, LLC	Shipping Supplies	10/2/2025	7,330.88
322271620000305	Amazon Capital Services	Office Supplies	10/2/2025	208.94
322271620000306	Charter Impact LLC	Business Mgmt Svcs - 10/25	10/2/2025	11,762.00
322271620000307	R&B Communications	Website Svcs - 08/25	10/10/2025	2,204.00
322271620000308	Keyn Group, LLC	IT Integration	10/10/2025	625.00
322271620000309	Michael P. Humphrey	Stipend - 10/25 - Additional	10/10/2025	1,100.00
322271620000310	Peter Matz	Stipend - 10/25	10/10/2025	650.00
322271620000311	William W. Hall	Stipend - 10/25 - Additional	10/10/2025	1,100.00
322271620000312	Steve Fraire	Stipend - 10/25	10/10/2025	650.00
322271620000313	Larry Albert Alvarado	Stipend - 10/25	10/10/2025	650.00
322271620000314	GHA Technologies, Inc.	ThinkPad (1)	10/10/2025	1,522.90
322271620000315	Amazon Capital Services	Office Supplies	10/10/2025	814.36
322271620000316	Alpha Vision Computers, Inc.	Backupify G-Suite - 10/25	10/10/2025	70.00
322271620000317	Propio Language Services, LLC	SpEd Svcs - 09/25	10/10/2025	107.69
322271620000318	Clifton Larson Allen LLP	Prepaid Progress Billing	10/16/2025	3,255.00
322271620000319	Scenario Learning LLC	Employee Safety & Compliance Training	10/16/2025	752.46
322271620000320	YMCA of San Diego County	Membership (1) - 10/14/25 - 04/13/26	10/24/2025	318.00
322271620000321	Keyn Group, LLC	Adobe Licensing - 10/25	10/24/2025	7,206.91
322271620000322	Amazon Capital Services	Office Supplies	10/24/2025	44.99
322271620000323	Amazon Capital Services	Office Supplies	10/29/2025	57.71
ACH	Inova	Federal & State Tax Payments for Pay Date 100325S	10/3/2025	41.90
ACH	Chase	Service Charges	10/3/2025	25.75
ACH	Inova	Federal & State Tax Payments for Pay Date 100625S	10/6/2025	1,866.29
ACH	Inova	Federal & State Tax Payments for Pay Date 101025	10/9/2025	7,944.86
ACH	OneBridge FSA	One Bridge Adjustments 10/25	10/16/2025	50.00
ACH	Verizon Wireless	Communication Svcs - 09/02/25 - 10/01/25	10/17/2025	7,105.25
ACH	Chase	Chase Ink CC# 0904 Payment 10/25	10/20/2025	15,667.77
ACH	Verizon Wireless	Communication Svcs - 09/06/25 - 10/05/25	10/22/2025	276.72
ACH	Inova	Federal & State Tax Payments for Pay Date 102425	10/23/2025	43,147.00
ACH	Philadelphia Insurance Companies	Ins. 10/25 - Specialty & Training Schools	10/23/2025	1,786.18
ACH	AT&T	Communication Svcs - 10/25	10/31/2025	86.25
Total Disbursements in October				\$ 211,058.86

Motivated Youth Academy 60-Day Compliance Calendar September 1, 2025						
Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Nov-15	Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually. The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO’s fiscal year. Most schools extend this deadline to the following May 15th.	MYA	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Set by Authorizer (by Dec 15)	1st Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp
FINANCE	Board meeting by Dec 15	Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller’s Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year.	MYA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitauditreport.asp
DATA TEAM	Dec-12	CALPADS - Fall 1 Certification deadline - Please be mindful that certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A–G graduate counts.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Dec-15	LREBG Interim Expenditure Reporting - LEAs receiving LREBG apportionments are required to report interim expenditures of those apportioned funds by December 15, 2025. The LREBG Interim Expenditure Report will be completed and submitted through the CDE’s Grant Management and Reporting Tool (GMART). Please see the CDE GMART Instructions web page for more information on how to complete, submit, and export the Interim Expenditure Report.	MYA	No	No	https://www.cde.ca.gov/fg/aa/ca/lrebpggminfo.asp
DATA TEAM	Set by Authorizer (by Jan 15)	Principal Apportionment P1 - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with MYA support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
FINANCE	Jan-15	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
DATA	Jan-23	CALPADS - Fall 1 Amendment deadline - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Board meeting before Feb 28	2025-26 LCAP Midyear Update - present a report on the annual update to the LCAP and the Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the LEA. The governing board is not required to adopt the mid-year update, however it must be presented to the governing board as part of a non-consent item. The report must include both of the following: All available mid-year outcome data related to metrics identified in the current year’s LCAP. All available mid-year expenditure and implementation data on all actions identified in the current year’s LCAP. There is no required template for the mid-year update	MYA with Charter Impact support	No	No	https://www.cde.ca.gov/re/lc/
DATA	Feb-01	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2024/25). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	MYA	Yes	No	https://www.cde.ca.gov/ta/ac/sa/

Coversheet

Approval of Annual Independent Auditors' Report for Motivated Youth Academy, Year Ended June 30, 2025 (Draft) - Prepared by CliftonLarsonAllen (CLA)

Section: IX. Business/Financial Services
Item: B. Approval of Annual Independent Auditors' Report for Motivated Youth Academy, Year Ended June 30, 2025 (Draft) - Prepared by CliftonLarsonAllen (CLA)
Purpose: Vote
Submitted by: Gigi Lenz
Related Material:
Annual Independent Auditors' Report - MYA 2025 FS Draft - 10.30.25.pdf
Annual Independent Auditors' Report - MYA Required Governance Communication Letter Draft - 10.30.25.pdf

BACKGROUND:

The draft audited financial statements for the fiscal year ending June 30, 2025, along with the Required Governance Communication Letter, are presented for Board review. As summarized in the Independent Auditors' Report, the auditors issued an unmodified (clean) opinion, concluding that MYA's financial statements present fairly, in all material respects, the financial position and results of operations of the organization in accordance with GAAP.

The audit reported no material weaknesses, no significant deficiencies, and no instances of noncompliance in internal controls or state compliance testing.

Additionally, all prior-year audit findings were fully remediated. The governance communication letter confirms there were no disagreements with management, no unusual transactions, no corrected or uncorrected misstatements, and no difficulties encountered during the audit.

The Board is asked to review the draft audit documents and authorize their finalization and submission in accordance with statutory reporting requirements.

RECOMMENDATION:

It is recommended the Board approve the Annual Independent Auditors' Report for Motivated Youth Academy (#1628).

Fiscal Impact: None.

MOTIVATED YOUTH ACADEMY
FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2025
MOTIVATED YOUTH ACADEMY - CHARTER #1628

DRAFT
For discussion purposes only
Subject to change

**MOTIVATED YOUTH ACADEMY
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YEAR ENDED JUNE 30, 2025**

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Motivated Youth Academy
Escondido, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Motivated Youth Academy (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Motivated Youth Academy and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Board of Directors
Motivated Youth Academy

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Board of Directors
Motivated Youth Academy

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The supplementary information (as identified in the table of contents) accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

**MOTIVATED YOUTH ACADEMY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2025**

ASSETS

CURRENT ASSETS

Cash and Cash Equivalents	\$ 1,186,219
Accounts Receivable	1,095,469
Prepaid Expenses and Other Assets	120,531
Total Current Assets	<u>\$ 2,402,219</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts Payable and Accrued Liabilities	\$ 377,325
Deferred Revenue	602,617
Total Current Liabilities	<u>979,942</u>

NET ASSETS

Net Assets Without Donor Restrictions	1,422,277
Total Net Assets	<u>1,422,277</u>
Total Liabilities and Net Assets	<u>\$ 2,402,219</u>

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025**

REVENUES, WITHOUT DONOR RESTRICTIONS

State Revenue:	
State Aid	\$ 3,578,844
Other State Revenue	465,476
Federal Revenue:	
Grants and Entitlements	287,572
Local Revenue:	
In-Lieu Property Tax Revenue	615,940
Investment Income	11,382
Employee Retention Revenue	559,854
Other Revenue	157
Total Revenues	<u>5,519,225</u>

EXPENSES

Program Services	4,679,304
Management and General	576,210
Total Expenses	<u>5,255,514</u>

CHANGE IN NET ASSETS

263,711

Net Assets Without Donor Restrictions - Beginning of Year

1,158,566**NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR**\$ 1,422,277

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025**

	Program Services	Management and General	Total
Salaries and Wages	\$ 2,902,377	\$ 57,544	\$ 2,959,921
Pension Expense	330,717	-	330,717
Other Employee Benefits	453,648	8,994	462,642
Payroll Taxes	101,919	2,021	103,940
Management Fees	-	192,783	192,783
Legal Expenses	-	84,481	84,481
Accounting Expenses	-	39,900	39,900
Instructional Materials	120,316	623	120,939
Other Fees for Services	159,869	138,791	298,660
Office Expenses	74,913	1,485	76,398
Printing and Postage Expenses	-	8,069	8,069
Information Technology Expenses	286,530	2,101	288,631
Occupancy Expenses	48,537	962	49,499
Travel Expenses	34,213	-	34,213
Insurance Expense	29,876	592	30,468
Other Expenses	136,389	37,864	174,253
Total Expenses by Function	<u>\$ 4,679,304</u>	<u>\$ 576,210</u>	<u>\$ 5,255,514</u>

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2025**

CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets	\$ 263,711
Adjustments to Reconcile Change in Net Assets to Net	
Cash Used by Operating Activities:	
(Increase) Decrease in Assets:	
Accounts Receivable	(753,627)
Prepaid Expenses and Other Assets	16,932
Increase (Decrease) in Liabilities:	
Accounts Payable and Accrued Liabilities	222,523
Deferred Revenue	7,391
Net Cash Used by Operating Activities	<u>(243,070)</u>

NET CHANGE IN CASH AND CASH EQUIVALENTS

(243,070)

Cash and Cash Equivalents - Beginning of Year

1,429,289**CASH AND CASH EQUIVALENTS - END OF YEAR**\$ 1,186,219

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Motivated Youth Academy is a charter school and is a nonprofit benefit corporation under the laws of the State of California as of June 30, 2025.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes (Continued)

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2025. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2025, the School has conditional grants of \$1,079,063 of which \$602,617 is recognized as deferred revenue in the statement of financial position.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Income Taxes

The School is part of a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Leases

The School determines if an arrangement is a lease at inception. Operating leases are included in operating lease right-of-use (ROU) assets, and operating lease liabilities on the statement of financial position. Finance leases are included in financing ROU assets, and lease liabilities – financing on the statement of financial position.

ROU assets represent the School's right to use an underlying asset for the lease term and lease liabilities represent the School's obligation to make lease payments arising from the lease. ROU assets and liabilities are recognized at the lease commencement date based on the present value of lease payments over the lease term. As most of leases do not provide an implicit rate, the School uses a risk-free rate based on the information available at commencement date in determining the present value of lease payments. The operating lease ROU asset also includes any lease payments made and excludes lease incentives. The lease terms may include options to extend or terminate the lease when it is reasonably certain that the School will exercise that option. The School has elected to recognize payments for short-term leases with a lease term of 12 months or less as expense as incurred and these leases are not included as lease liabilities or ROU assets on the statement of financial position.

The School has elected not to separate nonlease components from lease components and instead accounts for each separate lease component and the nonlease component as a single lease component.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Leases (Continued)

In evaluating contracts to determine if they qualify as a lease, the School considers factors such as if the School has obtained substantially all of the rights to the underlying asset through exclusivity, if the School can direct the use of the asset by making decisions about how and for what purpose the asset will be used and if the lessor has substantive substitution rights. This evaluation may require significant judgment.

NOTE 2 NOTE LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$2,281,688.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities, and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

The School also maintains cash in the County Treasury (the County). The County pools these funds with those of other educational Schools in the County and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2025, as provided by the pool sponsor was \$72,677.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025**

NOTE 4 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024 total STRS plan net assets are \$341 billion, the total actuarial present value of accumulated plan benefits is \$482 billion, contributions from all employers totaled \$8.577 billion, and the plan is 76.7% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2025 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2023	\$ 216,554	100%
2024	\$ 290,212	100%
2025	\$ 330,717	100%

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2025**

NOTE 5 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

Government grants are recognized when all conditions are met. During the year ended June 30, 2025, the School met the conditions and recognized the Employee Retention Credit (ERC) from the Internal Revenue Service (IRS) in the amount of \$559,854 in compliance with the program. The IRS may review funding eligibility for compliance with program requirements. The amount of liability, if any, from potential noncompliance cannot be determined with certainty; however, management is of the opinion that any review will not have a material adverse impact on the School's financial position.

DRAFT
For discussion purposes only
Subject to change

SUPPLEMENTARY INFORMATION

DRAFT
For discussion purposes only
Subject to change

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2025**

	Required Instructional Days	Track A Calendar Days	Track B Calendar Days	Status
Grade 6	175	175	175	In compliance
Grade 7	175	Grade not offered	175	In compliance
Grade 8	175	Grade not offered	175	In compliance
Grade 9	175	175	175	In compliance
Grade 10	175	175	175	In compliance
Grade 11	175	175	175	In compliance
Grade 12	175	175	175	In compliance

DRAFT
For discussion purposes only
Subject to change

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2025**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Track A:				
Grades 4-6	-	0.63	-	0.63
Grades 7-8	-	-	-	-
Grades 9-12	-	14.10	-	14.10
ADA Totals	-	14.73	-	14.73
Track B:				
Grades 4-6	-	4.53	-	5.12
Grades 7-8	-	31.71	-	32.99
Grades 9-12	-	215.56	-	224.25
ADA Totals	-	251.80	-	262.36
Total				
Grades 4-6	-	5.16	-	5.75
Grades 7-8	-	31.71	-	32.99
Grades 9-12	-	229.66	-	238.35
ADA Totals	-	266.53	-	277.09

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025**

June 30, 2025 Annual Financial Report Fund Balances (Net Assets)	\$ 1,613,178
Adjustments and Reclassifications:	
Increase (Decrease) of Fund Balance (Net Assets):	
Prepaid Expenses and Other Assets	(23,875)
Accounts Payable and Accrued Liabilities	<u>(167,026)</u>
Net Adjustments and Reclassifications	<u>(190,901)</u>
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)	<u><u>\$ 1,422,277</u></u>

DRAFT
For discussion purposes only
Subject to change

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2025**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

DRAFT
For discussion purposes only
Subject to change

OTHER INFORMATION

DRAFT
For discussion purposes only
Subject to change

**MOTIVATED YOUTH ACADEMY
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2025**

Motivated Youth Academy was established in 2014, when it was granted its charter through Mountain Empire Unified School District (MEUSD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The charter school number is: 1628

The board of directors and the administrators as of the year ended June 30, 2025 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
William Hall	President	March 14, 2027
Michael Humphrey	Vice President	April 6, 2027
Steve Fraire	Clerk	April 6, 2026
Pete Matz	Member	March 14, 2027
Larry Alvarado	Member	July 13, 2026

ADMINISTRATORS

Bill Dobson	Chief Executive Officer
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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Motivated Youth Academy
Escondido, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Motivated Youth Academy (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct, misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Board of Directors
Motivated Youth Academy

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Motivated Youth Academy
Escondido, California

Report on Compliance

Opinion on State Compliance

We have audited Motivated Youth Academy's (the School) compliance with the types of compliance requirements applicable to the School described in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2025. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Board of Directors
Motivated Youth Academy

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Board of Directors
Motivated Youth Academy

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Not Applicable
Career Technical Education Incentive Grant (CTEIG)	Not Applicable
Expanded Learning Opportunities Program	Not Applicable
Transitional Kindergarten	Not Applicable
Kindergarten Continuance	Not Applicable
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Not Applicable: The School did not receive program funding or did not otherwise operate the program during the fiscal year.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Board of Directors
Motivated Youth Academy

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2025**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Findings and Questioned Costs – State Compliance

There were no findings or questioned costs related to state awards for June 30, 2025.

**MOTIVATED YOUTH ACADEMY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2025**

Financial Statement Findings – Prior Year

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* in the prior year

State Compliance Findings – Prior Year

2024-001 Unduplicated Local Control Funding Formula Pupil Counts 40000

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced-price meals and those identified as “English Learners.”

Condition: During our testing, we compared students’ family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2023-2024. We found 1 students out of 7 students selected for review, that was inaccurately reported as eligible for free price meals. The errors identified was extrapolated to the population of the free and reduced eligible pupils, resulting in 3 pupils.

Cause: The School provided meal applications for the student that qualified the students as reduced and did not support the free or reduced classification that was submitted to CalPADS. The error was identified due to lack of oversight for the School in regards to verifying meal applications.

Status: Remediated during the year ended June 30, 2025.

Board of Directors
Motivated Youth Academy
Escondido, California

We have audited the financial statements of Motivated Youth Academy as of and for the year ended June 30, 2025, and have issued our report thereon dated REPORT DATE. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards, and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Appeals Panel*, as well as certain information related to the planned scope and timing of our audit in our planning communication dated June 16, 2025. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings or issues

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Motivated Youth Academy are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2025.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures

The financial statement disclosures are neutral, consistent, and clear.

Significant unusual transactions

We identified no significant unusual transactions.

Board of Directors
Motivated Youth Academy
Page 2

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated REPORT DATE.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Board of Directors
Motivated Youth Academy
Page 3

Supplementary information in relation to the financial statements as a whole

With respect to the Schedule of Instructional Time, Schedule of Average Daily Attendance (ADA), and Reconciliation of Annual Financial Report with Audited Financial Statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated REPORT DATE.

Other information included in annual reports

Other information (financial or nonfinancial information other than the financial statements and our auditors' report thereon) is being included in your annual report and is comprised of the Local Education Agency Organization Structure. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information included in your annual report and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report. Our auditors' report on the financial statements includes a separate section, "Other Information," which states we do not express an opinion or any form of assurance on the other information included in the annual report. We did not identify any material inconsistencies between the other information and the audited financial statements.

* * *

This communication is intended solely for the information and use of the Board of Directors and management of Motivated Youth Academy and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

Ontario, California
REPORT DATE

Coversheet

Approval of 2025-2026 School Plan for Student Achievement (SPSA)

Section: X. Education/Student Services
Item: A. Approval of 2025-2026 School Plan for Student Achievement (SPSA)
Purpose: Vote
Submitted by: Gigi Lenz
Related Material: MYA 2025 School Plan for Student Achievement (SPSA).pdf
MYA 2025 School Plan for Student Achievement (SPSA) Presentation.pdf

BACKGROUND:

The attached School Plan for Student Achievement (SPSA) presentation provides a comprehensive overview of Motivated Youth Academy's student performance data, identified needs, and strategic goals for the 2025–26 school year. The presentation summarizes key indicators, including chronic absenteeism trends, college and career readiness, and graduation rates—as shown in the student performance charts of the presentation. It also outlines MYA's four LCAP-aligned strategic goals: increasing academic achievement, promoting high attendance and a positive school climate, strengthening communication with educational partners, and supporting student progress toward graduation and postsecondary readiness. Each goal is paired with corresponding planned actions and investments, including staffing, curriculum, assessment tools, professional development, and student support services. Approval of this item affirms the Board's review of the SPSA and authorizes implementation of the outlined strategies and expenditures aligned to federal Title I and state requirements, as documented in the full SPSA plan.

RECOMMENDATION:

It is recommended the Board approve the School Plan for Student Achievement (SPSA) plan for Motivated Youth Academy (#1628) as presented.

Fiscal Impact: None

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Motivated Youth Academy	37-68213-0129668	11/21/24	12/12/24

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Motivated Youth Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Motivated Youth Academy (MYA) school plan describes a school wide program that includes the actions, services, and strategies aligned to the MYA LCAP.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Motivated Youth Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Motivated Youth Academy (MYA) school plan describes a school wide program that includes the actions, services, and strategies aligned to the MYA LCAP.

MYA will continue to support students to achieve goals, actions, and services focused on monitoring each student's academic achievement. Continual review of student data will identify struggling students and be central to developing interventions. Supports will be implemented to fill learning gaps, thereby increasing the academic success of each MYA student. Exact Path, CAASPP, ELPAC, weekly meetings, course completion rates, and end-of-course assessments are all metrics MYA will monitor to ensure students are on track to graduation.

Motivated Youth Academy students often enroll extremely credit deficient with the intention of earning a high school diploma. Once enrolled at MYA, keeping students on track for graduation is a goal. MYA has an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups and therefore is a Dashboard Alternative School Status (DASS) Community of Practice (CoP).

Motivated Youth Academy's Schoolwide Plan (SWP) is aligned with the Local Control and Accountability Plan (LCAP). MYA's SWP goals and actions are focused on providing students with academic support to graduate from high school and are aligned with the school's LCAP goals: Goal 1: Increasing Student Academic Achievement; Goal 2: Promote High Attendance & Positive School Climate; Goal 3: Increase Family Community Engagement; Goal 4: Ensure Students are on Track to Graduate.

Evaluating the effectiveness of the school plan will be an ongoing process that includes weekly teacher monitoring of student work, teacher-created assessments, and course completion; moreover, the LCAP input survey and LCAP annual review of the goal and action steps/services that focus on ensuring students are on-track to graduate from high school are reviewed annually. In collaboration with the school staff and parents, the input is analyzed and the plan is reviewed.

SPSA/LCAP Input Survey 11/17/25 - 12/19/25

Educational Partner Advisory Committee Input Meeting: 11/19/25

SPSA Staff Meeting: 01/26/26

SSC SPSA input, review, and approval of SPSA: 11/19/25

School Board Meeting to review and approve the SPSA: 12/11/25

Support and collaboration with the alignment of the Title I plan, the SPSA and the LCAP is provided by the Assistant Director and Instructional Assistant, on Tuesdays at 1:00 p.m.

Educational Partner Involvement

How, when, and with whom did Motivated Youth Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SPSA/LCAP Input Survey 11/17/25 - 12/19/25

Educational Partner Advisory Committee Input Meeting: 11/19/25

SPSA Staff Meeting: 01/26/26

SSC SPSA input, review, and approval of SPSA: 11/19/25

School Board Meeting to review and approve the SPSA: 12/11/25

Support and collaboration with the alignment of the Title I plan, the SPSA and the LCAP is provided by the Assistant Director and Instructional Assistant, on Tuesdays at 1:00 p.m.

To ensure parents have the opportunity to provide input, communication of the following meetings are shared through a variety of platforms, including the school website, school newsletters, school social media and teacher meetings. In addition, all Education Partners are encouraged to attend public board meetings, Educational Partner Advisory

Committee (EPAC) meetings, School Site Council (SSC) meetings. Invitations are sent through the Learning Facilitator, school newsletters and social media platforms. MYA sends multiple reminders, and agendas are posted in advance. Meeting agendas and minutes are posted on the website under the Board Governance heading. All of these meetings are held through Zoom and are accessible by online devices.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

After a thorough review of school data from the latest dashboard release, MY Academy identified an ongoing resource inequity for socioeconomically disadvantaged students. While resource inequity persists for this subgroup, the Hispanic student group has improved, moving from red to yellow, signaling progress toward equity. Although the previous inequity may have been influenced by the small sample size within subgroups, this year's data show that efforts to close gaps are starting to yield results. MY Academy continues to implement evidence-based interventions tailored to academic needs and maintains diligent data monitoring. These strategies remain essential to ensure that every student, regardless of socioeconomic status or background, receives equitable resources and support to graduate high school prepared for their postsecondary goals.

In our evaluation process, we utilized data from the California School Dashboard, CAASPP scores, and other local metrics to identify specific areas needing attention to foster student progress toward graduation and to enhance our overall graduation rate. This analysis included a detailed review of ethnicity and student group graduation rates and attendance records available on the California Schools Dashboard and Data Quest. These insights help us closely monitor specific student groups and tailor our support accordingly. Our Director of Student Services provided valuable data-driven information, and the Coordinator of Special Projects ensured alignment with LCAP goals and action steps, particularly in tracking student progress towards graduation.

The MYA Board of Directors convenes monthly to stay informed about school performance and progress. In these meetings, achievements are highlighted, and potential barriers to learning or gaps in achievement are discussed. The Board collaborates with school leadership and staff to set goals and develop plans, allocating resources such as funding, materials, and teachers effectively to meet these needs.

We recognize the ongoing importance of enhancing students' academic performance and ensuring their readiness for high school graduation. Our commitment to continuous improvement drives our efforts to elevate MYA's graduation rates and support every student's educational journey.

Student Performance Data

2024-2025 DASS Graduation Rate: ALL 90.4%
 2024-2025 52.5% (101, 4 year cohort students)
 Graduates Meeting UC/CSU Req: Data not yet available
 Graduates earning Golden State: Data not yet available

2023-2024 DASS Graduation Rate: ALL 83.8%
 2023-2024 62.2% (82, 4 year cohort students)
 Graduates Meeting UC/CSU Req: 10.4%
 Graduates earning Golden State 0%

2022-2023 DASS Graduation Rate: ALL 75%
 2022-2023 38% (65, 4 year cohort students)
 Graduates Meeting UC/CSU Req: 6.24%
 Graduates earning Golden State 0%

Root Cause Analysis: Motivated Youth Academy serves primarily at-risk students. More than 70% of our students meet the at-risk categories which has qualified MY Academy as a Dashboard Alternative School Status (DASS). As such, having experienced multiple failures in a traditional setting, our students come to us late in their education and are extremely credit-deficient. Some of our student population has been out of school and classified as drop-outs. The students represented in the testing data, are not students who have been with us on a traditional 4-year cohort. A typical

student comes to Motivated Youth Academy as an extremely credit-deficient 16 to 22 years old, seeking a high school diploma.

2024-2025 Chronic Absenteeism:

All: (375 enrolled), (64 within chronic absenteeism count) 17.1%
 Hispanic: (158 enrolled), (25 within chronic absenteeism count) 15.8%
 African American: (18 enrolled), (5 within chronic absenteeism count) 27.8%
 White: (118 enrolled), (27 within chronic absenteeism count) 22.9%
 American Indian or Native Alaskan: (31 enrolled), (3 within chronic absenteeism count) 9.7%
 Socioeconomic: (288 enrolled), (57 within chronic absenteeism count) 19.8%
 Students with Disabilities: (89 enrolled), (16 within chronic absenteeism count) 18%
 Homeless Youth: (90 enrolled), (21 within chronic absenteeism count) 23.3%
 English Learners: (57 enrolled), (12 within chronic absenteeism count) 21.1%

2024-2025 Chronic Absenteeism Data by Grade Level (Grades 9-12):

Grades 9-12 All: 17.2%
 Grades 9-12 Hispanic or Latino: 17.6%
 Grades 9-12 African American: 35.7%
 Grades 9-12 White: 18.9%
 Grades 9-12 American Indian or Native Alaskan: 12.5%
 Grades 9-12 Socioeconomic: 21%
 Grades 9-12 Students with Disabilities: 19.4%
 Grades 9-12 Homeless Youth: 22.5%
 Grades 9-12 English Learners: 23.1%

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Red- Graduation Rate
 Red- English Language Arts
 Red- Mathematics
 Orange- Chronic Absenteeism
 Orange- College/Career

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

MY Academy does not have any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Motivated Youth Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	4.64%	7.08%	9.96%	9	15	25
African American	3.09%	5.66%	3.98%	6	12	10
Asian	1.03%	0.47%	1.59%	2	1	4
Filipino	2.58%	0.94%	%	5	2	
Hispanic/Latino	57.73%	54.25%	13.15%	112	115	33
Pacific Islander	0.52%	%	%	1		
White	22.68%	23.11%	59.76%	44	49	150
Two or More Races	7.73%	8.02%	11.55%	15	17	29
Not Reported	0%	0.47%	%	0	1	
Total Enrollment				194	212	251

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 5	1		
Grade 6	10	2	4
Grade 7	15	12	11
Grade 8	16	26	19
Grade 9	39	48	35
Grade 10	37	37	53
Grade 11	36	40	63
Grade 12	40	47	66
Total Enrollment	194	212	251

Conclusions based on this data:

- Enrollment is not typical of public schools in the areas we are authorized to serve; for example, approximately 10% of our population is American Indian, almost 4% is African American, and 59.76% is white. In addition, the age range of our population is skewed toward the upper grades because we serve a large number of "at-promise"

youth who are on their 2nd or higher attempt to complete their FAPE and complete their high school graduation credits.

2. Over the three years, there have been notable changes in the racial and ethnic composition of the student population. The percentage of Hispanic students decreased significantly from 54.25% in 23-24 to 13.15% in 24-25 due to a change in how the schools information system identifies Hispanic students. In contrast, the percentage of White students increased from 23.11% to 59.76% due to the same reason.
3. The total enrollment increased from 194 students in 22-23 to 212 students in 23-24 to 251 in 24-25. This indicates a 30% growth over the last 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	16	22	37	8.2%	10.4%	14.7%
Fluent English Proficient (FEP)	40	37	32	20.6%	17.5%	12.7%

Conclusions based on this data:

1. The number of English Learners (EL) in the student population has shown an increase over the past three years. From 16 students in 22-23 to 22 students in 23-24 and then 37 in 24-25. This increase may reflect changes in student demographics or English language support programs.
2. The data indicates a notable increase in Fluent English Proficient (FEP) students over the three years. In 22-23, there were 40 FEP students and then it slightly decreases to 37 FEP students and 32 FEP students in 23-24 and 24-25, respectively. This suggests that a substantial number of English Learners have transitioned to Fluent English Proficient status over this period.
3. There has been a general increase in EL students over the three years. In 22-23, EL students made up 8.2% of the student body, which increased to 10.4% in 23-24 and increased again to 14.7% in 24-25.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*					
Grade 6	12	6	9	12	6	6	10	6	6	100.0	100	66.7
Grade 7	25	21	16	25	21	14	25	21	14	100.0	100	87.5
Grade 8	20	36	22	18	35	20	18	34	20	90.0	97.2	90.9
Grade 11	40	54	83	36	49	60	35	45	60	90.0	90.7	72.3
All Grades	99	117	130	93	111	100	90	106	100	93.9	94.9	76.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2505.	2468.	2500.	8.00	14.29	0.00	32.00	14.29	42.86	20.00	14.29	21.43	40.00	57.14	35.71
Grade 8	2469.	2443.	2493.	5.56	5.88	20.00	0.00	8.82	15.00	22.22	17.65	5.00	72.22	67.65	60.00
Grade 11	2546.	2514.	2497.	17.14	4.44	6.67	25.71	20.00	18.33	22.86	37.78	25.00	34.29	37.78	50.00
All Grades	N/A	N/A	N/A	11.11	6.60	9.00	23.33	16.04	21.00	20.00	24.53	20.00	45.56	52.83	50.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	2.94	*	*	47.06	*	*	50.00	*
Grade 11	17.14	11.36	10.00	54.29	63.64	50.00	28.57	25.00	40.00
All Grades	15.56	7.62	13.00	47.78	56.19	50.00	36.67	36.19	37.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	3.03	*	*	30.30	*	*	66.67	*
Grade 11	14.29	0.00	10.17	54.29	36.36	35.59	31.43	63.64	54.24
All Grades	11.11	3.92	7.07	45.56	32.35	41.41	43.33	63.73	51.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	14.71	*	*	47.06	*	*	38.24	*
Grade 11	5.71	2.27	1.67	77.14	88.64	73.33	17.14	9.09	25.00
All Grades	4.44	7.62	4.00	76.67	69.52	69.00	18.89	22.86	27.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	2.94	*	*	52.94	*	*	44.12	*
Grade 11	17.14	6.82	11.67	60.00	72.73	51.67	22.86	20.45	36.67
All Grades	10.00	6.67	12.00	61.11	60.00	53.00	28.89	33.33	35.00

Conclusions based on this data:

1. Motivated Youth Academy serves primarily at-risk students, with more than 70% qualifying under DASS. Many enroll credit-deficient, previously disengaged, and outside a traditional 4-year cohort, typically between ages 16–22. Despite these challenges, students demonstrate strong foundational literacy skills, with 58–63% performing at or above standard in reading over the past three years. Writing remains a greater need, as the percentage of students below standard increased from 43% in 2022–23 to 63.73% in 2023–24, before improving to 51.52% in 2024–25, indicating progress through targeted support.
2. Students' reading skills remained relatively steady, with approximately 58–63% of students performing at or above standard over the last three years. Writing continues to be an area for improvement, as the percentage of students below standard increased from 43% in 2022–23 to 63.73% in 2023–24, before showing slight progress in 2024–25.
3. Due to small subgroup sizes, CAASPP results are not available for all grade levels. However, MY Academy has consistently maintained strong participation rates aligned with state requirements. In 2022–23, 93.9% of enrolled students participated in testing, with a slight increase to 94.9% in 2023–24. Because the school did not meet the 95% participation threshold in 24–25, some decreases in reported performance may be attributed to the participation rate rather than actual declines in student learning. MY Academy remains committed to strengthening a school culture that values assessment participation as an essential component of academic progress.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*					
Grade 6	12	6	9	12	6	6	10	6	6	100.0	100	66.7
Grade 7	25	21	16	25	21	14	25	19	14	100.0	100	87.5
Grade 8	20	36	22	18	35	20	18	33	20	90.0	97.2	90.9
Grade 11	40	54	83	36	48	58	35	43	56	90.0	88.9	69.9
All Grades	99	117	130	93	110	98	90	101	96	93.9	94	75.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2465.	2434.	2454.	4.00	0.00	0.00	12.00	10.53	7.14	24.00	21.05	42.86	60.00	68.42	50.00
Grade 8	2418.	2432.	2417.	0.00	3.03	5.00	0.00	0.00	5.00	22.22	15.15	15.00	77.78	81.82	75.00
Grade 11	2510.	2491.	2487.	5.71	2.33	3.57	5.71	9.30	12.50	25.71	13.95	14.29	62.86	74.42	69.64
All Grades	N/A	N/A	N/A	3.33	1.98	4.17	7.78	5.94	9.38	22.22	17.82	18.75	66.67	74.26	67.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	3.03	*	*	24.24	*	*	72.73	*
Grade 11	5.71	4.65	10.71	37.14	25.58	16.07	57.14	69.77	73.21
All Grades	3.33	3.00	7.29	34.44	28.00	20.83	62.22	69.00	71.88

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	39.39	*	*	60.61	*
Grade 11	5.71	4.65	5.36	60.00	65.12	53.57	34.29	30.23	41.07
All Grades	5.56	1.98	5.21	46.67	50.50	54.17	47.78	47.52	40.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 5	*			*			*		
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	3.03	*	*	42.42	*	*	54.55	*
Grade 11	2.86	6.98	7.14	62.86	46.51	51.79	34.29	46.51	41.07
All Grades	1.11	4.95	6.25	55.56	47.52	51.04	43.33	47.52	42.71

Conclusions based on this data:

1. Motivated Youth Academy serves primarily at-risk students, with more than 70% qualifying the school for DASS status. Most students enroll between ages 16–22, arriving significantly credit-deficient and not part of a traditional 4-year cohort. Despite interrupted schooling, CAASPP data show the majority of students performing at or near standard in key ELA areas, indicating foundational literacy remains intact upon re-engagement. Mathematics performance continues to show greater gaps, with 40–72% of students below standard, highlighting a continued need for targeted support in numeracy skills. Additional detailed reports are available on the California School Dashboard.
2. The percentage of students performing below standard in mathematics remained high across all metrics, ranging from 40% to 73% over the last three years. While there were small year-to-year fluctuations, the data overall indicate consistent and significant math skill gaps that require continued targeted intervention.
3. As a non-classroom-based charter school serving students across multiple regions, MYA's primary focus over the past three years has been maintaining state testing participation requirements. Due to small subgroup sizes, CAASPP results are not available for all grade levels. However, MY Academy has consistently maintained strong

participation rates aligned with state requirements. In 2022–23, 93.9% of enrolled students participated in testing, with a slight increase to 94.9% in 2023–24. Because the school did not meet the 95% participation threshold in 24–25, some decreases in reported performance may be attributed to the participation rate rather than actual declines in student learning. MY Academy remains committed to strengthening a school culture that values assessment participation as an essential component of academic progress.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	4	*
9	*	*	*	*	*	*	*	*	*	*	7	10
10	*	1552.5	*	*	1538.7	*	*	1566.0	*	5	11	10
11	*	*	*	*	*	*	*	*	*	*	5	9
12	*	*	*	*	*	*	*	*	*	4	5	5
All Grades										18	33	37

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	27.27	*	*	18.18	*	*	36.36	*	*	18.18	*	*	11	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	12.50	10.81	50.00	34.38	27.03	27.78	37.50	13.51	16.67	15.63	48.65	18	32	37

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	25.00	27.03	50.00	46.88	18.92	27.78	18.75	16.22	11.11	9.38	37.84	18	32	37

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	27.27	*	*	18.18	*	*	27.27	*	*	27.27	*	*	11	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	9.38	2.70	16.67	25.00	13.51	55.56	34.38	21.62	22.22	31.25	62.16	18	32	37

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	*	90.91	*	*	9.09	*	*	11	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	0.00	8.11	61.11	81.25	37.84	33.33	18.75	54.05	18	32	37

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	66.67	62.50	51.35	27.78	25.00	10.81	5.56	12.50	37.84	18	32	37

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	45.45	*	*	18.18	*	*	36.36	*	*	11	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	21.88	5.41	55.56	40.63	32.43	33.33	37.50	62.16	18	32	37

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	0.00	2.70	83.33	87.50	54.05	11.11	12.50	43.24	18	32	37

Conclusions based on this data:

- Students scoring Level 1 increased from 15.6% in 2023–24 to 48.7% in 2024–25, reflecting a rise in newcomer students entering MY Academy with beginning English skills. This shift aligns with MYA's growing role in serving recently arrived multilingual learners who require foundational language acquisition.
- A substantial portion of MYA's English Learners continue to score in Levels 2 and 3, demonstrating early to moderate English proficiency. Although percentages fluctuate, 27.8% in 2022–23, 37.5% in 2023–24, and 13.51% in 2024–25 scored at Level 2, while 50%, 34.4%, and 27% respectively scored at Level 3. This trend shows that

many students are moving beyond beginner language skills and developing the academic English needed for continued progress.

3. A smaller but steady group of students are achieving Level 4, indicating strong proficiency and readiness for reclassification. Specifically, 5.56% in 2022–23, 12.50% in 2023–24, and 10.81% in 2024–25 met the well-developed English criteria. These students reflect successful language development for learners further along in their progress.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
251	78.9%	14.7%	1.6%
Total Number of Students enrolled in Motivated Youth Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	14.7%
Foster Youth	4	1.6%
Homeless	59	23.5%
Socioeconomically Disadvantaged	198	78.9%
Students with Disabilities	58	23.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	4%
American Indian	25	10%
Asian	4	1.6%
Filipino	0	0.0%
Hispanic	33	13.1%
Two or More Races	29	11.6%
Pacific Islander	0	0.0%
White	150	59.8%

Conclusions based on this data:

1. A significant majority of the student population, 78.9%, qualifies as socioeconomically disadvantaged, demonstrating MYA's continued role in serving students with high needs.

2. The student population is ethnically diverse, with the largest group currently identified as White (59.8%), followed by Hispanic students (13.1%) and American Indian students (10%), along with several smaller represented groups.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Mathematics



Red

English Learner Progress



No Performance Color

College/Career



Orange

Academic Engagement

Graduation Rate



Red

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. Improving graduation rates and college and career readiness remains a top priority, as both indicators continue to perform in the Red and Orange ranges on the California School Dashboard. Strengthening these outcomes is essential to support students in successfully completing high school and being prepared for postsecondary opportunities.
2. MY Academy remains committed to strengthening student and family engagement to reduce chronic absenteeism while maintaining a safe and supportive climate. Our Chronic Absenteeism indicator remains in the Orange range, showing the need for continued focus on consistent attendance, while our Suspension Rate in the Blue range reflects strong behavior supports and a positive learning environment.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red

2

Orange

0

Yellow

0

Green

0

Blue

0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



Red

138.7 points below standard

Declined 39.8 points

91 Students

English Learners



No Performance Color

161.6 points below standard

16 Students

Long-Term English Learners



No Performance Color

152.7 points below standard

13 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

148 points below standard

Increased 8.2 points

28 Students

Socioeconomically Disadvantaged












Red

141 points below standard

Declined 14.1 points

79 Students

Students with Disabilities  No Performance Color 177.7 points below standard Maintained 1.9 points 26 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 146.4 points below standard 11 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Hispanic  Red 139.6 points below standard Declined 13.2 points 37 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 155.5 points below standard Declined 94.2 points 29 Students

Conclusions based on this data:

1. Due to low sample size, only two student groups have reportable ELA Dashboard outcomes: Hispanic and Socioeconomically Disadvantaged (SED) students. Both remain in the Red performance level, scoring 130 points below standard, reflecting the significant academic gaps typical of MYA's credit-deficient DASS student population.
2. While performance levels remain in Red, both Homeless Students and Students with Disabilities show evidence of growth, with an 8.2 increase and maintenance of 1.9 points in their scores from the previous year.

School and Student Performance Data

Academic Performance Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red

2

Orange

0

Yellow

0

Green

0

Blue

0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Red

202.3 points below standard

Declined 46.2 points

91 Students

English Learners



No Performance Color

260.4 points below standard

16 Students

Long-Term English Learners



No Performance Color

254.1 points below standard

13 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

212.4 points below standard

Increased 16.9 points

28 Students

Socioeconomically Disadvantaged












Red

197.6 points below standard

Declined 14.9 points

79 Students

Students with Disabilities  No Performance Color 238.6 points below standard Declined 84.4 points 26 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 212.9 points below standard 11 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Hispanic  Red 201.5 points below standard Declined 31.7 points 37 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 231.6 points below standard Declined 59.2 points 29 Students

Conclusions based on this data:

1. Math performance continues to show significant opportunity gaps for key student groups, as both Hispanic and Socioeconomically Disadvantaged students remain below standard.
2. Homeless students increased 16.9 points from last school year.

School and Student Performance Data

Academic Performance Science

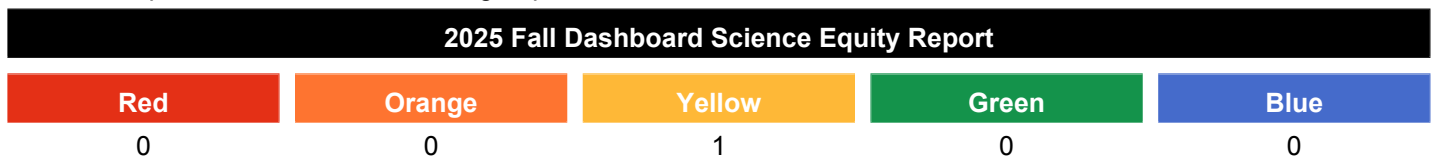
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Orange 36.8 points above standard 2 -4.7 points 67 Students	English Learners No Performance Color 30.9 points above standard 0 15 Students	Long-Term English Learners No Performance Color 33.9 points above standard 0 11 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 38.1 points above standard 0 18 Students	Socioeconomically Disadvantaged Yellow 35.8 points above standard 4 2.8 points 56 Students

Students with Disabilities  No Performance Color 40.4 points above standard 0 20 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Hispanic  No Performance Color 36.8 points above standard 4 3.6 points 27 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 38.8 points above standard 2 -3 points 21 Students

Conclusions based on this data:

1. Students overall performed above standard in science, with multiple reported student groups also scoring above standard (including English Learners, Homeless youth, Hispanic, and White students).
2. Due to low sample sizes, many student groups did not meet the minimum reporting threshold, which limits a full evaluation of equity in science performance.

School and Student Performance Data

Academic Performance English Learner Progress



The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 No Performance Color 29.7 making progress. Number Students: 37 Students	 No Performance Color 34.4 making progress. Number Students: 32 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.9%	16.2%	2.7%	27%

Conclusions based on this data:

1. No performance color is available for English Learner progress. However, progress is being made. 27% of students progressed 1 ELPI level while 16.2% maintained their ELPI level. 18.9% decreased their ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

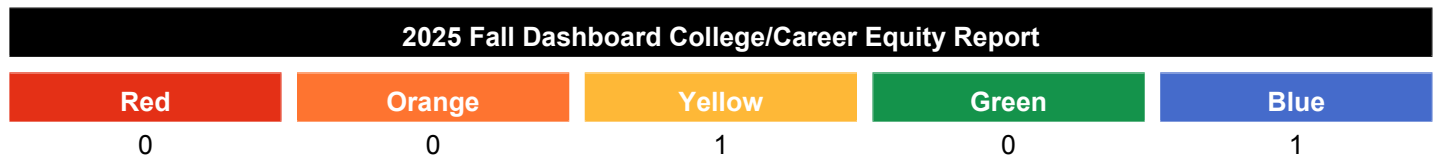
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Orange Prepared 11% Maintained 0.2% 91 Students	English Learners No Performance Color Prepared 0% 17 Students	Long-Term English Learners No Performance Color Prepared 0% 12 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Prepared 3.8% Maintained -1.2% 26 Students	Socioeconomically Disadvantaged Red Prepared 7.7% Maintained -0.2% 78 Students

Students with Disabilities  No Performance Color Prepared 11.1% Increased 11.1% 18 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange Prepared 11.4% Increased 8.7% 44 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Orange Prepared 10% Increased 3.8% 30 Students

Conclusions based on this data:

1. This data suggests the focus on college/career over the last 2 years has been successful. All student groups have either maintained or increased their college/career preparedness.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

16.1% Chronically Absent

Increased 13.1

56 Students

English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Socioeconomically Disadvantaged












Orange

12.5% Chronically Absent

Increased 12.5

40 Students

Students with Disabilities  No Performance Color 11.8% Chronically Absent Increased 11.8 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 0% Chronically Absent Declined 5.6 16 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 39.1% Chronically Absent Increased 39.1 23 Students

Conclusions based on this data:

1. The data shows that 16.1% of students are chronically absent. This is an increase of 11.3% from the previous school year indicating a need to focus connecting students to school staff and their community.

School and Student Performance Data

Academic Engagement Graduation Rate

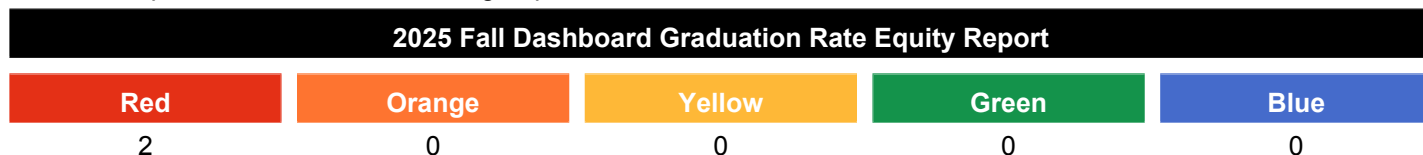
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Red 52.5% graduated Declined 9.7% 101 Students	English Learners No Performance Color 29.4% graduated Declined 12.3% 17 Students	Long-Term English Learners No Performance Color 33.3% graduated Declined 8.3% 12 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 36.7% graduated Declined 15.7% 30 Students	Socioeconomically Disadvantaged Red 52.3% graduated Declined 9.2% 88 Students

Students with Disabilities  No Performance Color 54.5% graduated Increased 6.9% 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 46.9% graduated Declined 9.2% 49 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 66.7% graduated Declined 8.3% 33 Students

Conclusions based on this data:

1. Motivated Youth Academy serves primarily at-risk students. More than 70% of our students meet the at-risk categories which has qualified MY Academy as a Dashboard Alternative School Status (DASS). As such, having experienced multiple failures in a traditional setting, our students come to us late in their education and are extremely credit deficient. Some of our student population have been out of school and classified as drop-outs. The students represented in the testing data, are not students who have been with us on a traditional 4-year cohort. A typical student comes to Motivated Youth Academy as an extremely credit deficient 16 to 22 years old, seeking a high school diploma.
2. Although we are still in the Red category due to our low graduation rate, Students with Disabilities saw an increase in graduation rate from the previous school year.

School and Student Performance Data

Conditions & Climate Suspension Rate

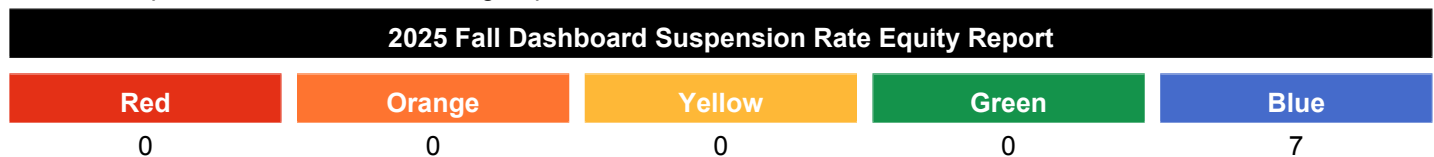
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0% 397 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 64 Students	Long-Term English Learners  Blue 0% suspended at least one day Maintained 0% 49 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  Blue 0% suspended at least one day Maintained 0% 96 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0% 308 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 96 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	American Indian  No Performance Color 0% suspended at least one day Maintained 0% 33 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 0% suspended at least one day Maintained 0% 172 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 39 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 124 Students

Conclusions based on this data:

1. Very low suspension rates in the case are the result of the school's hybrid learning approach, tendency towards small groups class structure, and a focus on building relationships with students and families.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

With a focus on supporting our students to achieve, the goal and actions/services focuses on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions are important to the success of MYA students and preventing learning gaps. Exact Path, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track to graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	<p>All Grad Rate: 2022-2023 46% 2023-2024 62.2% 2024-2025 52.5%</p> <p>DASS Grad Rate: 2022-2023 75% 2023-2024 83.8% 2024-2025 90.4%</p> <p>2022 40% 4-year cohort; 75% 1-year cohort 2023 46% 4-year cohort; 75% 1-year cohort 2024 62.2% 4-year cohort; 83.8% 1-year cohort</p>	maintain or increase by 2%
State Local Indicator Basic Services: Qualified and Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	Maintain
State Local Indicator Basic Services: Textbook and other instructional materials availability	0% students are lacking textbooks and other instructional materials	Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	LCAP 1.8: Academic Achievement - Student Achievement - Student Success Office Assistant	All students, including English Learners, other unduplicated student groups, and students with disabilities.	<p>23,995 Title I, Part A 1000-1999: Certificated Personnel Salaries Student Success Office Assistant</p> <p>42,000 1000-1999: Certificated Personnel Salaries ESSER III - Student Success Coordinator</p> <p>68,470 LCFF 1000-1999: Certificated Personnel Salaries Student Success Coordinator</p> <p>42,000 Title I, Part A 2000-2999: Classified Personnel Salaries Instructional Assistant</p>
1.2	LCAP 1.7: Interventions: Content Area Specialists, Exact Path, EL Foundations	All students, including English Learners, other unduplicated student groups, and students with disabilities.	<p>10,250 LCFF 4000-4999: Books And Supplies</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Targeted Interventions Exact Path, EL Foundations 253,064 LCFF 1000-1999: Certificated Personnel Salaries Content Area Specialists
1.3	1.3. Academic Content Implementation of State Standards - Curriculum, Materials and Supplies: All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content:	All students, including English Learners, other unduplicated student groups, and students with disabilities.	131,225 LCFF 4000-4999: Books And Supplies Curriculum, Materials, and Supplies
1.4	1.4 Professional Development: 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).	All students, including English Learners, other unduplicated student groups, and students with disabilities.	20,000 LCFF 5000-5999: Services And Other Operating Expenditures Professional Development: Includes Honoring Our Similarities Training 13,697 5000-5999: Services And Other Operating Expenditures ESSER III Use of Remaining Funds for Professional Development
1.5			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Effectiveness of Action 1.3: 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 1.7: 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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no substantive differences in planned actions and actual implementation of these actions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving into the next academic year, the focus will remain on the holistic development of students through initiatives designed to strengthen and cultivate their MY PLAN. This includes providing individualized support so students can clearly identify their goals, understand their options, and access the tools and resources needed to pursue their aspirations with confidence.

MY Academy will continue to emphasize course completion, credit attainment, and graduation rates as key indicators of progress, supported by ongoing academic monitoring to ensure timely interventions and consistent support.

By aligning these efforts with the concept of radical dreaming, the school aims to encourage students to imagine bold possibilities for their future while grounding those visions in purposeful planning. Through steady guidance from their Learning Facilitators, students are inspired to dream ambitiously and are given the structure and support necessary to turn those aspirations into meaningful next steps.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement - Attendance/Absenteeism

MY Academy recognizes that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The goal and actions/services are focused on student, family and teacher engagement and connectedness to attain a high average daily attendance.

Maintain/Decrease chronic absenteeism rate: California Dashboard Chronic Absenteeism: 24-25: 17.1% 23-24: 14.9% 22-23: 16% 21-22: 18.5% 2020-21: 28.5%; 2019: 1.2%; 2018: 3.5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain/Decrease chronic absenteeism rate: California Dashboard Chronic Absenteeism: 24-25: 17.1% 23-24: 14.9% 22-23: 16% 21-22: 18.5% 2020-21: 28.5%; 2019: 1.2%; 2018: 3.5%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Engagement: Chronic Absenteeism Rate	2019-2020: 1.2% 2020-2021: 28.5% 2022-2023: 16% 2023-2024: 14.9% 2024-2025: 17.1%	Decrease by 2%
School Climate: Expulsion Rate	0%	0%
School Climate: Suspension Rate	0%	0%
State Local Indicator Basic Services Conditions of Learning: Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.2 To meet the needs of students and to ensure equity, MY Academy will recruit and retain highly	All students, including English Learners, other	1,599,191 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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.	unduplicated student groups, and students with disabilities.	1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits
2.2	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.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	20,000 4000-4999: Books And Supplies ESSER III: Technology and Course Access

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Effectiveness of Action 2.2: 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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

2.2 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.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This school year, the focused efforts to improve attendance rate and cultivate a positive school climate fell a little short as we saw an increase in chronic absenteeism from 2022-2023 to 2023-2024. Additionally, 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 focus on stronger 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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Monitoring and Supporting Students

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintenance Goal that includes actions that are ongoing and allows MY Academy to track performance on any metrics not addressed in the other goals of the LCAP

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Input Survey	<p>2023: 92</p> <p>Parent Input Survey Participation with Students in Student Groups:</p> <p>20.7% English Learners 4.3% Low Socioeconomic 15.2% Students with Disabilities 53.3% Student participant 23.9% Parent participant 5.4% Community member participant</p> <p>Parent Input Survey Participants Ethnicity:</p> <p>18.7% White 34.1% Hispanic/Latino 16.5% Two or More 2.2.0% Filipino 20.9% American Indian 11.3% African American</p> <p>2024:112 participants</p>	Improve participation in LCAP Input by 5% annually
LCAP Input Survey - Overall Satisfaction Rate	<p>92.4% of survey respondents overall, feel satisfied with their child's school.</p> <p>96.7% of survey respondents overall, feel satisfied with the school in providing student support in attaining their academic goals.</p> <p>97.8% of survey respondents overall, feel satisfied with the school in providing input opportunities for me to participate in the school and my child's education.</p> <p>Parent Survey Sentiments:</p> <p>81% Positive 15% Neutral/Mixed 4% Negative</p> <p>Student Survey Sentiments:</p> <p>61% Positive 31% Neutral/Mixed 8% Negative</p> <p>Qualitative Survey Themes:</p> <p>Personalized learning plans enhance student motivation and development</p>	Maintain or increase
School Safety Plan and Training	<p>February 13, 2025 Reviewed and Updated</p> <p>MYA Staff September 22, 2025</p> <p>SSC November 19, 2025</p>	Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.2 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.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	18,000 LCFF 5000-5999: Services And Other Operating Expenditures R&B Communications
3.2	3.5 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.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	1,000 LCFF 5000-5999: Services And Other Operating Expenditures Translation Services 80,134 LCFF 2000-2999: Classified Personnel Salaries Classified Student Administrative Technician
3.3	3.6 Operations of the school	All students, including English Learners, other unduplicated student groups, and students with disabilities	20,000 LCFF 5000-5999: Services And Other Operating Expenditures Kurt Madden Ed Consulting 83,000 LCFF 5000-5999: Services And Other Operating Expenditures Charter Impact 22,500 LCFF 5000-5999: Services And Other Operating Expenditures Keyn Solutions

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Effectiveness of Action 3.2: Fostering partnerships for student success involved 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 3.5: 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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

3.2 Actual expenditures were greater than budgeted expenditures because of increased costs from the vendor.

3.5 Actual expenditures were greater than budgeted expenditures because of increased student enrollment and parent empowerment.

3.6 Budgeted expenditures were less than actual expenditures because the consulting agreement for the individual serving as CEO ended earlier than anticipated. Additionally, projected technology costs were not as great as anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High School Graduation, College and Career Technical Education

Ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education for All students, including English Learners, other unduplicated student groups, and students with disabilities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: 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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

With a 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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate, UC/CSU prepared/met requirements	<p>2024-2025: 52.5% (101, 4-year cohort); 90.4% (1-year cohort) Graduates Meeting UC/CSU Req: Data not yet available. Graduates earning Golden State: Data not yet available.</p> <p>2023-2024: 62.2% (82, 4-year cohort); 83.8% (1-year cohort) Graduates Meeting UC/CSU Req: 10.4% Graduates earning Golden State: 0%</p> <p>2022-2023: 40% (65, 4-year cohorts); 75% (1-year cohort) Graduates Meeting UC/CSU Req: 6.24% Graduates earning Golden State 0%</p>	Maintain or Increase graduation rate
Access to a Broad Curriculum College/Career Prepared Pupils enrolled and completion in A-G courses required for UC/CSU admission	<p>2024 College/Career Prepared Rate Students enrolled in UC/CSU Admission 21.6%</p> <p>Graduates who completed all courses for UC/CSU: 10.4%</p>	Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate
Access to a Broad Curriculum College and Career Indicators	<p>11% prepared</p> <p>7.7% approaching prepared</p> <p>81.3% not prepared</p>	Increase the College and Career Indicators rate annually by 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	CTE - Course Access - KRA 4.1 Develop a comprehensive College and Career Readiness program, 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.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	43,900 LCFF 5000-5999: Services And Other Operating Expenditures KRA Possibility Project
4.2	School Counselor, Student Achievement 4.2 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.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	138,868.39 LCFF 1000-1999: Certificated Personnel Salaries School Counselor 47,004 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>ESSER III Lost Instructional Time: Guidance Counselor academic interventions and test prep</p> <p>5,000</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>ESSER III Lost Instructional Time: Counselor to connect students to the Possibility Project</p> <p>1,500</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>ESSER III Use of Remaining Funds: Identify, monitor and support students struggling with regular attendance</p>
4.3	Academic Interventions - Student Achievement 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.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	<p>3,000</p> <p>LCFF</p> <p>None Specified</p> <p>Thrively</p>
4.4	Student Progress, Student Achievement / 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 wrap-around services to create an equitable learning environment. They will identify barriers and provide necessary services to overcome them.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	<p>8,033.57</p> <p>LCFF</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Student Success Coordinator</p> <p>50,000</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Other State Funds - Student Success Coordinator</p> <p>23,995</p> <p>Title I, Part A</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Student Success Coordinator</p>
4.5	4.6 English Learner Testing Specialist (EL)	All students, including English Learners, other unduplicated student groups, and students with disabilities.	<p>27,500</p> <p>LCFF</p> <p>2000-2999: Classified Personnel Salaries</p> <p>EL Testing Specialist</p>
4.6	4.7 Students, with a focus on English learners, Foster Youth, and Socioeconomically Disadvantaged students, will receive a monthly	All students, including English Learners, other unduplicated student	<p>18,000</p> <p>LCFF</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	transit pass, San Diego County YMCA membership, and lunch at the Campo Education Center upon student request or staff recommendation, as needed.	groups, and students with disabilities.	5000-5999: Services And Other Operating Expenditures Transit Passes, SD County YMCA, Food (Golden Acorn) 800 5000-5999: Services And Other Operating Expenditures ESSER III Use of Remaining Funds- Transit Passes, SD County YMCA, Food (Golden Acorn) 7,600 Local Categorical 5000-5999: Services And Other Operating Expenditures Local Funds - Transit Passes, SD County YMCA, Food (Golden Acorn)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Effectiveness of 4.1: 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 4.4: 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.

Effectiveness of 4.5: The addition of two full-time Student Success Coordinators has increased student connection to community wraparound services and the school community, resulting in an increase in graduation rate and course completion rate.

Effectiveness of 4.6: The English Learner (EL) Testing Specialist has achieved a 100% completion rate for initial ELPAC assessments and a 78% completion rate for summative ELPAC assessments through effective training, communication, and feedback.

Effectiveness of 4.7: Following the lifting of COVID restrictions, monthly transit passes and YMCA memberships are once again available, ensuring that all students have access to transportation to and from their student/teacher meetings, leading to improved course completion rate and graduation rate.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

4.1 Budgeted expenditures were less than actual expenditures because fewer amount of students elected to take CTE courses.

4.2 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.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$74,061.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,823,726.96
Total Federal Funds Provided to the School from the LEA for CSI	\$163,444.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$89,990.00

Subtotal of additional federal funds included for this school: \$89,990.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$180,001.00
LCFF	\$2,546,135.96
Local Categorical	\$7,600.00

Subtotal of state or local funds included for this school: \$2,733,736.96

Total of federal, state, and/or local funds for this school: \$2,823,726.96

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	180,001.00
LCFF	2,546,135.96
Local Categorical	7,600.00
Title I, Part A	89,990.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,261,120.96
2000-2999: Classified Personnel Salaries	149,634.00
4000-4999: Books And Supplies	161,475.00
5000-5999: Services And Other Operating Expenditures	248,497.00
None Specified	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		145,504.00
4000-4999: Books And Supplies		20,000.00
5000-5999: Services And Other Operating Expenditures		14,497.00
1000-1999: Certificated Personnel Salaries	LCFF	2,067,626.96
2000-2999: Classified Personnel Salaries	LCFF	107,634.00
4000-4999: Books And Supplies	LCFF	141,475.00
5000-5999: Services And Other Operating Expenditures	LCFF	226,400.00
None Specified	LCFF	3,000.00

5000-5999: Services And Other Operating Expenditures	Local Categorical	7,600.00
1000-1999: Certificated Personnel Salaries	Title I, Part A	47,990.00
2000-2999: Classified Personnel Salaries	Title I, Part A	42,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	604,701.00
Goal 2	1,619,191.00
Goal 3	224,634.00
Goal 4	375,200.96

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Melissa Lato	Other School Staff
Bill Dobson	Principal
Courtney Cercos	Other School Staff
Toni De Jesus	Other School Staff
Kerm Shipp	Parent or Community Member
Natalia Shipp	Secondary Student
Benji Schiff	Parent or Community Member
Terri Bianchino	Parent or Community Member
Madina Haqyar	Secondary Student
Bibi Hanifa Haqyar	Parent or Community Member
Jenny Rodriguez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 21, 2024.

Attested:



Principal, William B. Dobson on November 20, 2025



SSC Chairperson, Kerm Shipp - Chairperson/Parent on November 20, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



School Plan for Student Achievement (SPSA)



Presented:

December 2025



2024-2025 School Year Profile

DASS Student Groups

Who is My Academy?

English Learners
14.7%

Socioeconomically
Disadvantaged
78.9%

Students with Disabilities
23.1%

Credit Deficient
51%

Gap in Enrollment
25%

Recovered Dropouts
13%

High Transiency
18%

By the Numbers

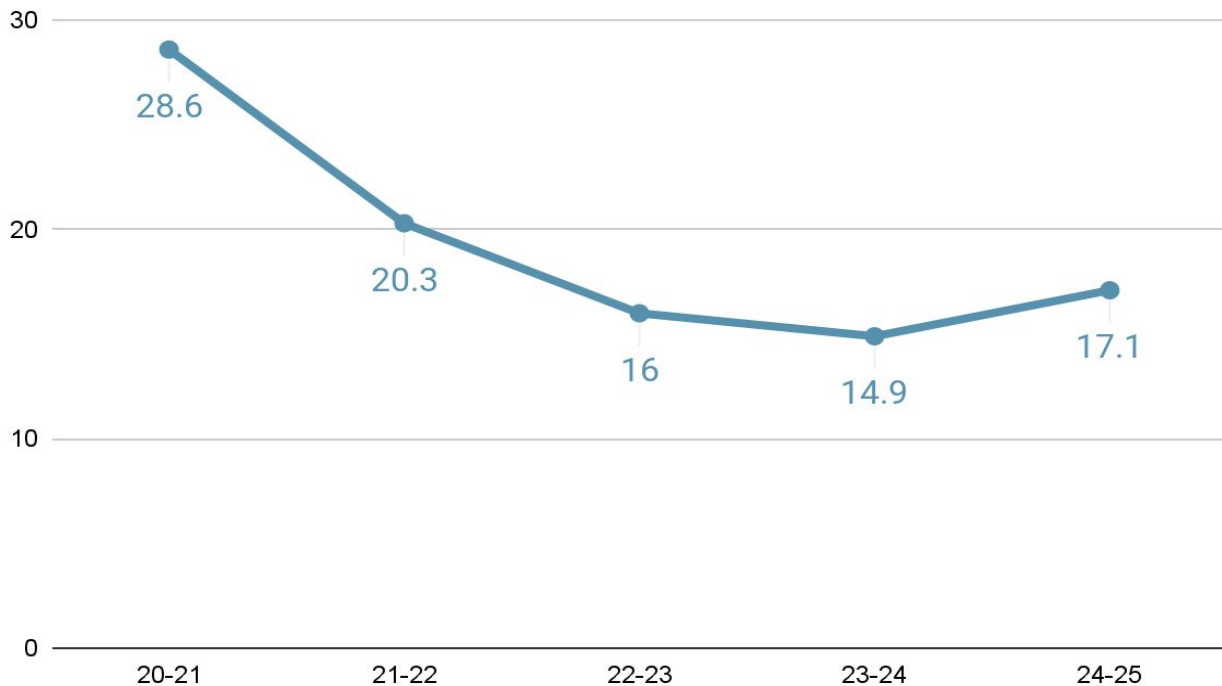
Graduation Rate
52.5%

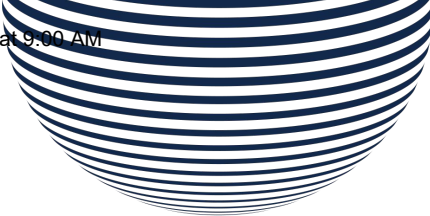
Course Completion
Rate
96%

Attendance Rate
93%

Student Data

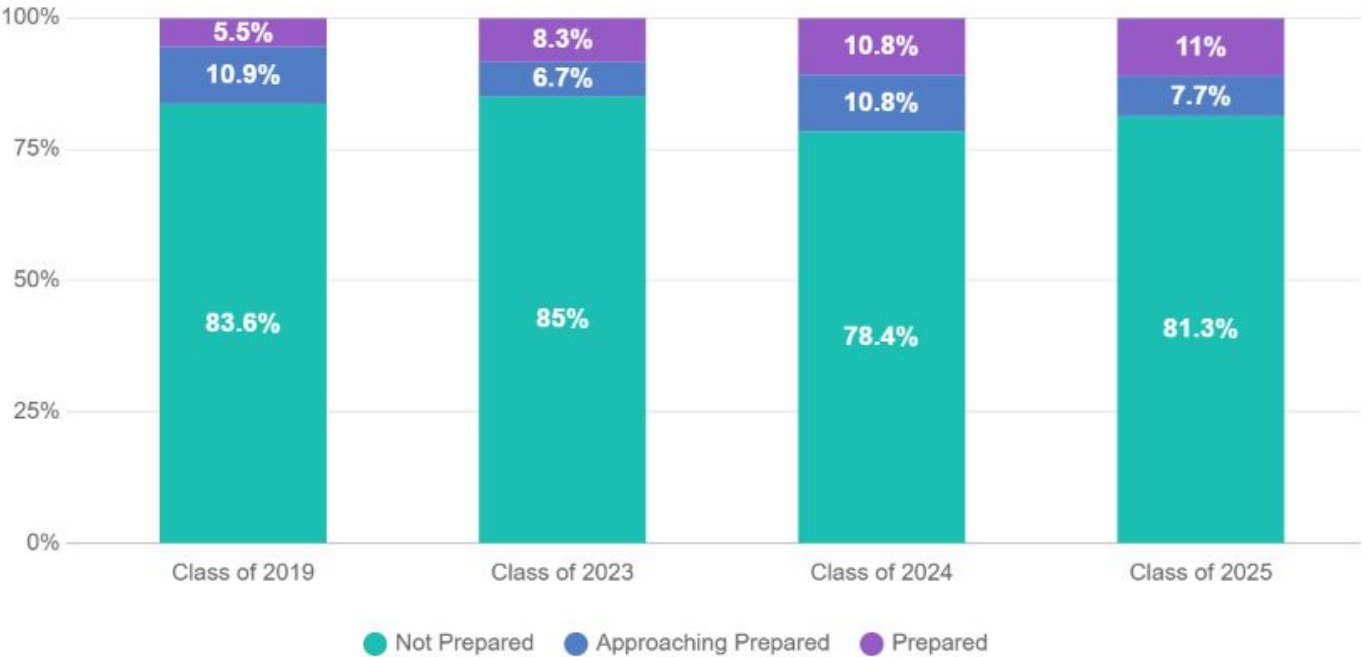
Chronic Absenteeism





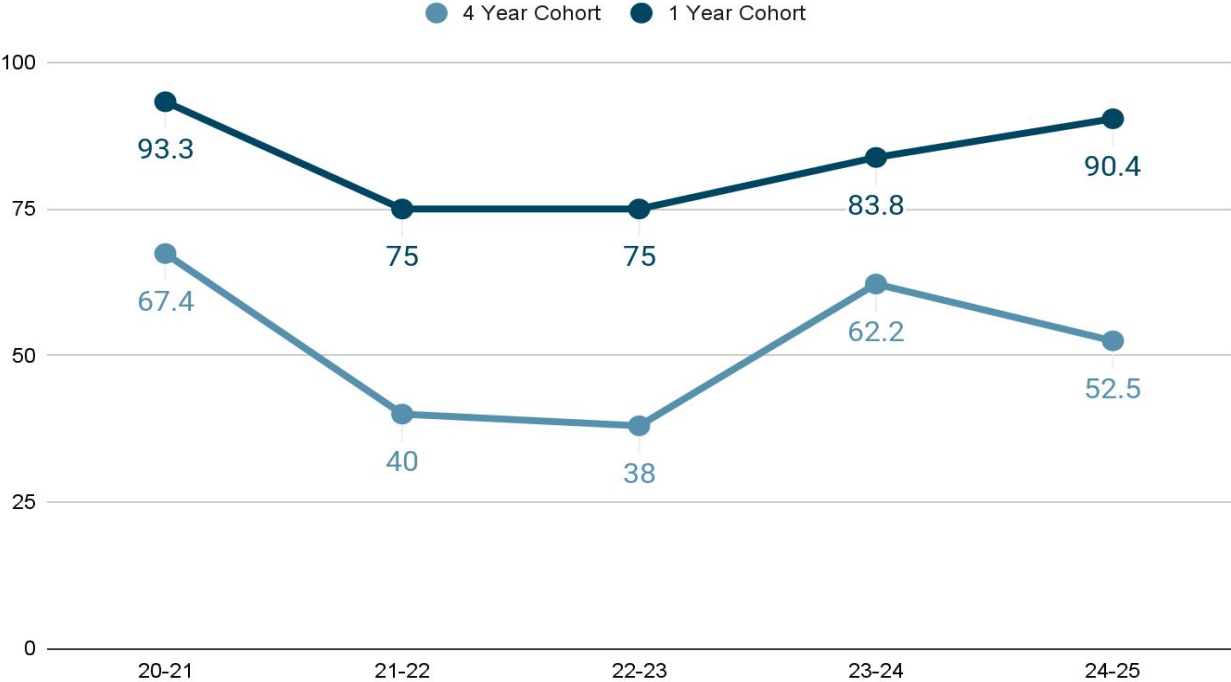
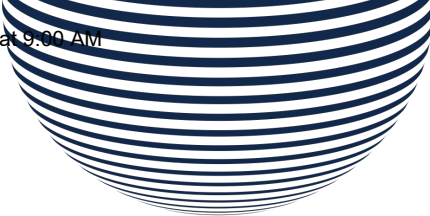
Student Data

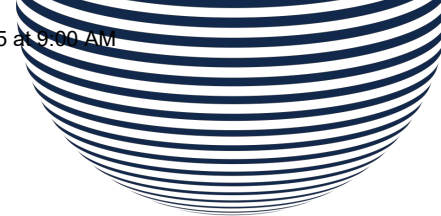
College/Career Indicator



Student Data

Graduation Rate





Strategic Goals and Key Investments

Goal #1 - Increase Academic Achievement

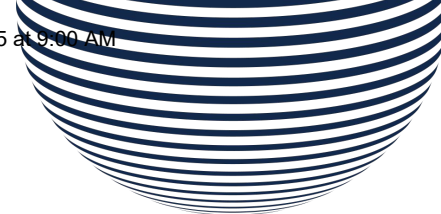
Actions

1. Improve Academic Achievement
2. Engage with curriculum and assessments
3. Support all student progress, including unduplicated students

Expenditures

1. Student Success Office Assistant
2. Professional Development
3. Curriculum, Materials, and Supplies
4. Content Area Specialists, Exact Path, EL Foundations





Strategic Goals and Key Investments

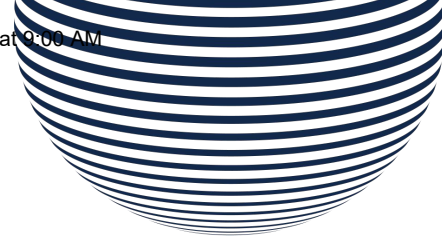
Goal #2 - Promote High Attendance and Positive School Culture

Actions

1. Foster high attendance and engagement
2. Ensure a positive school climate for all
3. Recruit and retain highly qualified teachers

Expenditures

1. Teacher Salaries and Benefits
2. Technology
3. Instructional Materials and Course Access



Strategic Goals and Key Investments

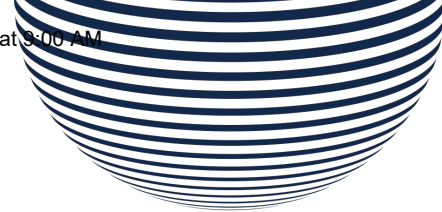
Goal #3 - Communication with Educational Partners

Actions

1. Strengthen collaboration with families and community partners
2. Boost engagement, safety and satisfaction
3. Support student success through meaningful communication

Expenditures

1. R&B communications
2. Administrative and consulting services
3. Technology solutions via Keyn and Charter Impact
4. Translation services



Strategic Goals and Key Investments

Goal #4 - Graduation and College and Career Preparation

Actions

1. Ensure progress towards graduation
2. Provide college and career access
3. Support all students equitably

Expenditures

1. CTE Courses and KRA Possibility Project
2. School Counselor
3. Office Assistant
4. English Learner Testing Specialist
5. Monthly Transit Passes



Questions?

*MY Academy- Where all
students are welcome.*



Coversheet

Approval of EdJoin.org Service Agreement (Renewal)

Section: XI. Personnel Services
Item: A. Approval of EdJoin.org Service Agreement (Renewal)
Purpose: Vote
Submitted by: Gigi Lenz
Related Material: EdJoin.org Service Agreement (Renewal) - 2025.12.03.pdf
EdJoin.org Service Invoice (Renewal) - 2025.12.03.pdf

BACKGROUND:

The FY 25/26 EDJOIN Service Agreement is presented for renewal. This annual agreement allows Motivated Youth Academy to continue utilizing EDJOIN's job posting, online application, and applicant tracking services through the San Joaquin County Office of Education's CodeStack platform. The renewal term is one year and includes the associated annual account fees as outlined in the invoice. The agreement maintains the same service structure and terms as prior years, with no substantive changes. Approval of this item will authorize continuation of EDJOIN services for the upcoming fiscal year under the terms in the renewal agreement.

RECOMMENDATION:

It is recommended the Board approve the EdJoin.org Service Agreement (Renewal) for Motivated Youth Academy (#1628).

Fiscal Impact: \$5,650.00

FY 25/26 EDJOIN Service Agreement

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

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

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

Section 1: Employer's Duties

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

Section 2: Service Fees and Charges

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

Section 3: Payment Policy

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

Section 4: Service Cancellation

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

Section 5: Service Term

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

Section 6: Regulatory Compliance

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

Section 7: Limitations of Damages

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

Section 8: Indemnification

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

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

Section 9: Relationship of the Parties

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

Section 10: Entire Agreement

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

Section 11: Binding Effect

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

Person Signing Service Agreement:

Date Signed:

SAN JOAQUIN COUNTY OF EDUCATION

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

INVOICE

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

INVOICE:
250831

INVOICE DATE:
12/4/2025

CUSTOMER'S P.O. NO.:
Check

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
1	Motivated Youth Academy EDJOIN Account Fees - One Year Term, see service agreement for details.	\$1,850.00	\$1,850.00
1	Motivated Youth Academy EDJOIN Account Fees - One Year Term, see service agreement for details.	\$1,850.00	\$1,850.00
1	Motivated Youth Academy EDJOIN Account Fees - One Year Term, see service agreement for details.	\$1,850.00	\$1,850.00
1	Motivated Youth Academy* EDJOIN Account Fees - One Year Term, see service agreement for details.	\$100.00	\$100.00

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

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

TOTAL:	\$5,650.00
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DISTRIBUTION: 2 Copies - PURCHASER
1 Copy - ORIGINATING DEPT.
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Coversheet

Annual Organizational Structure of the Board of Directors - Election of Officers

Section: XII. Organizational Structure - Annual Meeting of the Board
Item: A. Annual Organizational Structure of the Board of Directors - Election of Officers
Purpose: Vote
Submitted by: Gigi Lenz

BACKGROUND:

In accordance with the Fourth Amended Bylaws of Motivated Youth Academy, the Board conducts officer elections as part of its annual organizational meeting. Since the last officer election, the Board adopted an updated version of the bylaws; however, no substantive changes were made to the sections governing the election, roles, or terms of Board officers. Article VI, Section 6.10 provides that the Board “shall meet annually for the purpose of organization, election of directors and officers,” and Article VII, Section 7.02 affirms that Board officers “shall be elected annually by a majority vote of the Board” and shall serve one-year terms until resignation, removal, or disqualification.

Accordingly, the Board will take action to elect a Board President for the upcoming year in alignment with these provisions.

RECOMMENDATION:

It is recommended that Board elections be conducted in alignment with the Fourth Amended Bylaws of Motivated Youth Academy (#1628).

Fiscal Impact: None

Coversheet

Annual Organizational Structure of the Board of Directors - Election of Officers

Section: XII. Organizational Structure - Annual Meeting of the Board
Item: B. Annual Organizational Structure of the Board of Directors - Election of Officers
Purpose: Vote
Submitted by: Gigi Lenz

BACKGROUND:

In accordance with the Fourth Amended Bylaws of Motivated Youth Academy, the Board conducts officer elections as part of its annual organizational meeting. Since the last officer election, the Board adopted an updated version of the bylaws; however, no substantive changes were made to the sections governing the election, roles, or terms of Board officers. Article VI, Section 6.10 provides that the Board “shall meet annually for the purpose of organization, election of directors and officers,” and Article VII, Section 7.02 affirms that Board officers “shall be elected annually by a majority vote of the Board” and shall serve one-year terms until resignation, removal, or disqualification.

Accordingly, the Board will take action to elect a Board Vice President for the upcoming year in alignment with these provisions.

RECOMMENDATION:

It is recommended that Board elections be conducted in alignment with the Fourth Amended Bylaws of Motivated Youth Academy (#1628).

Fiscal Impact: None

Coversheet

Annual Organizational Structure of the Board of Directors - Election of Officers

Section: XII. Organizational Structure - Annual Meeting of the Board
Item: C. Annual Organizational Structure of the Board of Directors - Election of Officers
Purpose: Vote
Submitted by: Gigi Lenz

BACKGROUND:

In accordance with the Fourth Amended Bylaws of Motivated Youth Academy, the Board conducts officer elections as part of its annual organizational meeting. Since the last officer election, the Board adopted an updated version of the bylaws; however, no substantive changes were made to the sections governing the election, roles, or terms of Board officers. Article VI, Section 6.10 provides that the Board “shall meet annually for the purpose of organization, election of directors and officers,” and Article VII, Section 7.02 affirms that Board officers “shall be elected annually by a majority vote of the Board” and shall serve one-year terms until resignation, removal, or disqualification.

Accordingly, the Board will take action to elect a Board Clerk for the upcoming year in alignment with these provisions.

RECOMMENDATION:

It is recommended that Board elections be conducted in alignment with the Fourth Amended Bylaws of Motivated Youth Academy (#1628).

Fiscal Impact: None

Coversheet

Full Board Action In Lieu of Audit Committee, Fiscal Year 2025-2026

Section: XII. Organizational Structure - Annual Meeting of the Board
Item: D. Full Board Action In Lieu of Audit Committee, Fiscal Year 2025-2026
Purpose: Vote
Submitted by: Gigi Lenz

BACKGROUND:

In compliance with Education Code Sections 47605(c)(5)(I) and 47605(m), Motivated Youth Academy is required to conduct an annual independent financial audit of its books and records for the 2025-26 fiscal year. This audit ensures transparency, accountability, and adherence to financial regulations governing charter schools.

It is recommended that the Governing Board take responsibility for overseeing the selection of an independent auditor and the completion of the audit as a full Board, rather than delegating this task to an Audit Committee. This approach allows the entire Board to maintain direct oversight of the school's financial affairs and uphold its fiduciary responsibilities.

RECOMMENDATION:

It is recommended the Motivated Youth Academy Governing Board oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs as a full Board for Motivated Youth Academy (#1628).

Coversheet

Approval of Motivated Youth Academy Board of Directors Manual Revisions

Section: XII. Organizational Structure - Annual Meeting of the Board
Item: E. Approval of Motivated Youth Academy Board of Directors Manual Revisions
Purpose: Vote
Submitted by: Bill Dobson
Related Material:
MY Academy Board of Directors Manual - Redlined - 2025.12.05.pdf
MY Academy Board of Directors Manual - For Board Approval - 2025.12.05.pdf

BACKGROUND:

The Motivated Youth Academy Board of Directors manual has been updated to reflect the input of the Board during the November 13, 2025 Board Study Session.

RECOMMENDATION:

It is recommended that the Board of Directors approve the revised Board of Directors Manual as presented by Motivated Youth Academy (#1628).



MOTIVATED YOUTH ACADEMY

Board of Directors Manual



Board of Directors Manual

Role of the Board

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Director/CEO to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, educational rights holders, students, and staff and is focused on student learning and achievement
2. Establishing an effective and efficient organizational structure for the nonprofit corporation by
 - a. Employing the Director/CEO and setting policy for hiring other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the school's operations
3. Providing support to the Director/CEO and other staff as they carry out the Board's direction by
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support the nonprofit corporation's priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about school programs and efforts to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the school and compliance with the charter(s) by:
 - a. Establishing and approving all major educational and operational policies
 - b. Approval of all major contracts
 - c. Approving the charter school's annual budget and overseeing the charter school's



- fiscal affairs
 - d. Hearing expulsion recommendations at scheduled Board of Directors meetings to meet the required timeframe for expulsions
 - e. Evaluating the Director/CEO who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
 - f. Developing annual goals for the charter school and long-range plans with input from the Director/CEO, teachers, and educational rights holder advisory council members
 - g. Receiving reports from, and providing recommendations to the Director/CEO relative to long-term strategic planning
 - h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
 - i. Evaluating charter school and student performance
5. Providing leadership and advocacy on behalf of students, the educational program, and public education to build support within the local counties and communities.

Governance Standards

The Board believes its primary responsibility is to act in the best interests of every student in the school. The Board is also committed to educational rights holders, counties, communities, employees, the State of California, the laws pertaining to public education, and established school policies.

To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Director/CEO to ensure that a high-quality education is provided to each student. Each Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support, and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, educational rights holders, and the counties and communities it serves
4. Act with dignity and understand the implications of demeanor and behavior



5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Director/CEO and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for diverse views in the students, staff, counties, and communities it serves to inform Board deliberations.

Public Statements

The Board recognizes that its members may participate in public discourse on civic or community interest matters, including those involving the nonprofit corporation, and their right to express their personal views freely. However, to ensure consistent, unified communication regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate their positions and to abide by established protocols.

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All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Director/CEO or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan, and educational manner consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves respectfully, courteously, and professionally and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

Disclosure of Confidential/Privileged

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

Disclosure of Closed Session Information

A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information unless a majority of the Board has authorized its disclosure.

Confidential information means a communication made in a closed session that is specifically



related to the basis for the Board to meet lawfully in closed session.

Other Disclosures

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

Board Member Electronic Communications

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind, including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, the dissemination of Board meeting agendas and agenda packets, reports of activities from the Director/CEO sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not "reply to all" to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation, or the school.



Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a community member and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Director/CEO in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Director/CEO.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

Limits of Board Member Authority

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Director/CEO. Board members shall refer Board-related correspondence to the Director/CEO for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the

Director/CEO or designee so that the problem may be properly considered and handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Director/CEO designee shall provide a copy of the state's open meeting laws (Brown Act) to



each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.

Oath or Affirmation

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Director/CEO and/or the Board President:

I, _____ do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

Guiding Principles for the Board of Directors

To preserve the collaborative and mission-driven culture of MY Academy, the Board of Directors embraces the following guiding principles in its members:

1. **Mission Alignment:** Demonstrates a strong commitment to MY Academy's mission, vision, and personalized learning model.
2. **Collaborative Leadership:** Engages respectfully with diverse perspectives, contributing to healthy dialogue and team cohesion.
3. **Ethical and Informed Governance:** Acts with integrity and adheres to high ethical and governance standards.
4. **Community and Organizational Awareness:** Understands the charter school landscape and the unique needs of the MY Academy community.
5. **Unity of Purpose:** Builds trust and shared vision, contributing to a positive, purpose-driven Board culture that supports effective decision-making.

Steps for Filling a Board Vacancy

In accordance with the Fourth Amended Bylaws of MY Academy (Section 6.04), when a vacancy occurs, the Board has the authority to elect a new member. The following procedural steps provide additional guidance:

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1. **Recognize Vacancy:** The Board formally acknowledges the vacant position during a Regular or Special Board meeting.
2. **Advisory Committee Formation:** The Board appoints an advisory committee in accordance with the Fourth Amended Bylaws of MY Academy. This action requires a Board vote during a Regular or Special Board meeting and is adopted through a formal resolution.
3. **Candidate Search:** The advisory committee identifies qualified individuals through outreach and discussion and provides the Board with a list of recommended candidates. Because shared vision and Board chemistry are important, the search may be informal and based on existing networks rather than a public recruitment.
4. **Observation and Engagement:** Candidate(s) may be invited to attend a Board meeting for a brief introduction and informal conversation or interview with the Board.
5. **Candidate Feedback:** The advisory committee may engage in follow up conversations with candidates after the Board meeting to learn more about their impressions of the Board's operations and culture.
6. **Election:** Deliberation takes place in an open meeting, followed by a majority vote of the directors.

Section 6.04 Election of Directors. Unless an alternative process is adopted or implemented by the Board, candidates shall be nominated, evaluated and elected as follows:

(a) The Board will appoint an advisory committee to identify qualified candidates for election to the Board, and will endeavor to appoint the committee at least thirty (30) days before any election of Director(s). The committee will prepare and provide the Board a list of qualified candidates nominated by the committee, and will endeavor to complete and provide the Board such list at least seven (7) days before the election or at such other time as the Board may direct. If available at the time, the Secretary shall also provide the Board with a copy of the list when sending notice of the meeting at which the election will be held, or as soon as possible thereafter.

(b) Directors shall be elected by a majority vote of the Directors then in office, typically at the Board's annual meeting. All Directors shall have full voting rights.

Orientation

The Board recognizes the importance of providing all newly elected Board members with support and information to become effective members of the Board. Incoming Board members are provided an orientation designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.



As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the Director/CEO and other staff. The Board President and the Director/CEO or designee shall develop an agenda for the meeting(s) and identify resources useful for incoming Board members.

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

In addition, the Director/CEO or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control, and accountability plan, and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.

The Director/CEO or designee may offer incoming Board members a tour of the nonprofit corporation's administrative offices and facilities and may introduce them to the nonprofit corporation and charter school site administrators and other staff.

Incoming members are encouraged, at the nonprofit corporation's expense and with the approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

Board Training

The Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates the charter school. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.



The Board and/or the Director/CEO or designee shall provide an orientation to newly elected or appointed Board members, which includes comprehensive information regarding Board roles, policies, procedures, the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with the law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.

Board members may attend a conference or similar public gathering with other Board members and/or with the Director/CEO or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

Remuneration, Reimbursement

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$650.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation based on the comparable analysis, which may include a compensation study.



Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses such as travel, telephone, business meals, or other authorized purposes incurred when performing authorized services for the nonprofit corporation.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance of educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

Board Policies

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Director/CEO, and communicate board philosophy and positions to students, staff, educational rights holders, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

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Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

Board Bylaws

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

Monitoring and Evaluation

At any time, the Board and Director/CEO or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Director/CEO or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies

The Director/CEO or designee shall provide public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the Director/CEO or designee shall notify staff, educational rights holders, students, and other educational partners whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

Agenda, Meeting Materials

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Director/CEO or designee with supporting documents and information.

The Board President and Director/CEO shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Director/CEO shall determine if the item is merely a request for information or whether the issue is covered by an existing policy.

If the Board President and Director/CEO do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Director/CEO shall also decide, in accordance with the Brown Act,

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whether an agenda item is appropriate for discussion in open or closed session and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Director/CEO recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Director/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Meeting Conduct

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act, and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late-night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00 a.m. to 4:00 p.m.; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.



Minutes

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
4. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's educational rights holder, or by the student if age 18 or older, the minutes shall not include the student's or educational rights holder's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Director/CEO or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed sessions shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

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Board Self Evaluation

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Director/CEO, understanding of Board and Director/CEO roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

Each year, the Board, with assistance from the Director/CEO, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in an open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Director/CEO or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to additional training or mentorship.

Director/CEO Evaluation

The Board will vote annually on the approval of the evaluation timeline and plan, as well as the stipend amount for each Director/CEO evaluator for conducting a comprehensive 12-month evaluation of the Director/CEO.



The Board and Director/CEO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the Director/CEO.

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Director/CEO and the Board. Such meetings shall be conducted in closed session, unless mutually agreed otherwise, and allow the option to deliberate privately without the Director/CEO present when discussing the final conclusions of an evaluation.

Director/CEO Succession Planning

Short-Term Absence Procedures

The Board should follow the procedures listed below in the event the Director/CEO is temporarily unable to fulfill their duties.

1. **Immediate Notification:** The Director/CEO or Director of Human Resources will inform the Board President as soon as possible about the temporary incapacity or absence and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** As needed, convene a Special Board meeting to discuss the situation and potential impact.
3. **Acting Director/CEO:** Consult with Human Resources for the name of the Director's/CEO's recommended Acting Director/CEO.
4. **Review and Monitor:** The situation should be reviewed at regular intervals to decide if the Acting Director/CEO should continue in the role or if the regular Director/CEO can resume duties.
5. **Transition Back:** Once the Director/CEO resumes duties, a transition plan should be established to ensure a smooth return.

Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Director/CEO becomes vacant, either through planned or unplanned circumstances. This ensures the continuity of leadership and minimizes disruption in the organization.

1. **Initial Notice:** The Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy. Document minutes and ensure compliance with public meeting laws like the Brown Act.
3. **Search Committee:** Appoint an ad hoc Director/CEO Search Committee consisting of



less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.

4. **Interviews and Selections:** Establish unbiased, pre-defined criteria for candidate assessment. Conduct interviews and select a candidate based on these criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.
5. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
6. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
7. **Transition Plan:** Develop a comprehensive transition plan for both outgoing and incoming Director/CEO.



MOTIVATED YOUTH ACADEMY

Board of Directors Manual



Board of Directors Manual

Role of the Board

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Director/CEO to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, educational rights holders, students, and staff and is focused on student learning and achievement
2. Establishing an effective and efficient organizational structure for the nonprofit corporation by
 - a. Employing the Director/CEO and setting policy for hiring other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the school's operations
3. Providing support to the Director/CEO and other staff as they carry out the Board's direction by
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support the nonprofit corporation's priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about school programs and efforts to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the school and compliance with the charter(s) by:
 - a. Establishing and approving all major educational and operational policies
 - b. Approval of all major contracts
 - c. Approving the charter school's annual budget and overseeing the charter school's



- fiscal affairs
 - d. Hearing expulsion recommendations at scheduled Board of Directors meetings to meet the required timeframe for expulsions
 - e. Evaluating the Director/CEO who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
 - f. Developing annual goals for the charter school and long-range plans with input from the Director/CEO, teachers, and educational rights holder advisory council members
 - g. Receiving reports from, and providing recommendations to the Director/CEO relative to long-term strategic planning
 - h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
 - i. Evaluating charter school and student performance
5. Providing leadership and advocacy on behalf of students, the educational program, and public education to build support within the local counties and communities.

Governance Standards

The Board believes its primary responsibility is to act in the best interests of every student in the school. The Board is also committed to educational rights holders, counties, communities, employees, the State of California, the laws pertaining to public education, and established school policies.

To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Director/CEO to ensure that a high-quality education is provided to each student. Each Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support, and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, educational rights holders, and the counties and communities it serves
4. Act with dignity and understand the implications of demeanor and behavior



5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Director/CEO and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for diverse views in the students, staff, counties, and communities it serves to inform Board deliberations.

Public Statements

The Board recognizes that its members may participate in public discourse on civic or community interest matters, including those involving the nonprofit corporation, and their right to express their personal views freely. However, to ensure consistent, unified communication regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate their positions and to abide by established protocols.

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All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Director/CEO or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan, and educational manner consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves respectfully, courteously, and professionally and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

Disclosure of Confidential/Privileged

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

Disclosure of Closed Session Information

A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information unless a majority of the Board has authorized its disclosure.

Confidential information means a communication made in a closed session that is specifically



related to the basis for the Board to meet lawfully in closed session.

Other Disclosures

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

Board Member Electronic Communications

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind, including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, the dissemination of Board meeting agendas and agenda packets, reports of activities from the Director/CEO sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not "reply to all" to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation, or the school.



Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a community member and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Director/CEO in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Director/CEO.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

Limits of Board Member Authority

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Director/CEO. Board members shall refer Board-related correspondence to the Director/CEO for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the

Director/CEO or designee so that the problem may be properly considered and handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Director/CEO designee shall provide a copy of the state's open meeting laws (Brown Act) to



each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.

Oath or Affirmation

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Director/CEO and/or the Board President:

I, _____ do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

Guiding Principles for the Board of Directors

To preserve the collaborative and mission-driven culture of MY Academy, the Board of Directors embraces the following guiding principles in its members:

1. **Mission Alignment:** Demonstrates a strong commitment to MY Academy's mission, vision, and personalized learning model.
2. **Collaborative Leadership:** Engages respectfully with diverse perspectives, contributing to healthy dialogue and team cohesion.
3. **Ethical and Informed Governance:** Acts with integrity and adheres to high ethical and governance standards.
4. **Community and Organizational Awareness:** Understands the charter school landscape and the unique needs of the MY Academy community.
5. **Unity of Purpose:** Builds trust and shared vision, contributing to a positive, purpose-driven Board culture that supports effective decision-making.

Steps for Filling a Board Vacancy

In accordance with the Fourth Amended Bylaws of MY Academy (Section 6.04), when a vacancy occurs, the Board has the authority to elect a new member. The following procedural steps provide additional guidance:

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1. **Recognize Vacancy:** The Board formally acknowledges the vacant position during a Regular or Special Board meeting.
2. **Advisory Committee Formation:** The Board appoints an advisory committee in accordance with the Fourth Amended Bylaws of MY Academy. This action requires a Board vote during a Regular or Special Board meeting and is adopted through a formal resolution.
3. **Candidate Search:** The advisory committee identifies qualified individuals through outreach and discussion and provides the Board with a list of recommended candidates. Because shared vision and Board chemistry are important, the search may be informal and based on existing networks rather than a public recruitment.
4. **Observation and Engagement:** Candidate(s) may be invited to attend a Board meeting for a brief introduction and informal conversation or interview with the Board.
5. **Candidate Feedback:** The advisory committee may engage in follow up conversations with candidates after the Board meeting to learn more about their impressions of the Board's operations and culture.
6. **Election:** Deliberation takes place in an open meeting, followed by a majority vote of the directors.

Section 6.04 Election of Directors. Unless an alternative process is adopted or implemented by the Board, candidates shall be nominated, evaluated and elected as follows:

(a) The Board will appoint an advisory committee to identify qualified candidates for election to the Board, and will endeavor to appoint the committee at least thirty (30) days before any election of Director(s). The committee will prepare and provide the Board a list of qualified candidates nominated by the committee, and will endeavor to complete and provide the Board such list at least seven (7) days before the election or at such other time as the Board may direct. If available at the time, the Secretary shall also provide the Board with a copy of the list when sending notice of the meeting at which the election will be held, or as soon as possible thereafter.

(b) Directors shall be elected by a majority vote of the Directors then in office, typically at the Board's annual meeting. All Directors shall have full voting rights.

Orientation

The Board recognizes the importance of providing all newly elected Board members with support and information to become effective members of the Board. Incoming Board members are provided an orientation designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.

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As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the Director/CEO and other staff. The Board President and the Director/CEO or designee shall develop an agenda for the meeting(s) and identify resources useful for incoming Board members.

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

In addition, the Director/CEO or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control, and accountability plan, and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.

The Director/CEO or designee may offer incoming Board members a tour of the nonprofit corporation's administrative offices and facilities and may introduce them to the nonprofit corporation and charter school site administrators and other staff.

Incoming members are encouraged, at the nonprofit corporation's expense and with the approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

Board Training

The Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates the charter school. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.



The Board and/or the Director/CEO or designee shall provide an orientation to newly elected or appointed Board members, which includes comprehensive information regarding Board roles, policies, procedures, the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with the law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.

Board members may attend a conference or similar public gathering with other Board members and/or with the Director/CEO or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

Remuneration, Reimbursement

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$650.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation based on the comparable analysis, which may include a compensation study.



Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses such as travel, telephone, business meals, or other authorized purposes incurred when performing authorized services for the nonprofit corporation.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance of educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

Board Policies

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Director/CEO, and communicate board philosophy and positions to students, staff, educational rights holders, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.



Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

Board Bylaws

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

Monitoring and Evaluation

At any time, the Board and Director/CEO or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Director/CEO or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies

The Director/CEO or designee shall provide public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the Director/CEO or designee shall notify staff, educational rights holders, students, and other educational partners whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

Agenda, Meeting Materials

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Director/CEO or designee with supporting documents and information.

The Board President and Director/CEO shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Director/CEO shall determine if the item is merely a request for information or whether the issue is covered by an existing policy.

If the Board President and Director/CEO do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Director/CEO shall also decide, in accordance with the Brown Act,



whether an agenda item is appropriate for discussion in open or closed session and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Director/CEO recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Director/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Meeting Conduct

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act, and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late-night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00 a.m. to 4:00 p.m.; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.



Minutes

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
4. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's educational rights holder, or by the student if age 18 or older, the minutes shall not include the student's or educational rights holder's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Director/CEO or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed sessions shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

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Board Self Evaluation

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Director/CEO, understanding of Board and Director/CEO roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

Each year, the Board, with assistance from the Director/CEO, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in an open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Director/CEO or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to additional training or mentorship.

Director/CEO Evaluation

The Board will vote annually on the approval of the evaluation timeline and plan, as well as the stipend amount for each Director/CEO evaluator for conducting a comprehensive 12-month evaluation of the Director/CEO.



The Board and Director/CEO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the Director/CEO.

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Director/CEO and the Board. Such meetings shall be conducted in closed session, unless mutually agreed otherwise, and allow the option to deliberate privately without the Director/CEO present when discussing the final conclusions of an evaluation.

Director/CEO Succession Planning

Short-Term Absence Procedures

The Board should follow the procedures listed below in the event the Director/CEO is temporarily unable to fulfill their duties.

1. **Immediate Notification:** The Director/CEO or Director of Human Resources will inform the Board President as soon as possible about the temporary incapacity or absence and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** As needed, convene a Special Board meeting to discuss the situation and potential impact.
3. **Acting Director/CEO:** Consult with Human Resources for the name of the Director's/CEO's recommended Acting Director/CEO.
4. **Review and Monitor:** The situation should be reviewed at regular intervals to decide if the Acting Director/CEO should continue in the role or if the regular Director/CEO can resume duties.
5. **Transition Back:** Once the Director/CEO resumes duties, a transition plan should be established to ensure a smooth return.

Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Director/CEO becomes vacant, either through planned or unplanned circumstances. This ensures the continuity of leadership and minimizes disruption in the organization.

1. **Initial Notice:** The Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy. Document minutes and ensure compliance with public meeting laws like the Brown Act.
3. **Search Committee:** Appoint an ad hoc Director/CEO Search Committee consisting of



less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.

4. **Interviews and Selections:** Establish unbiased, pre-defined criteria for candidate assessment. Conduct interviews and select a candidate based on these criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.
5. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
6. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
7. **Transition Plan:** Develop a comprehensive transition plan for both outgoing and incoming Director/CEO.