



## MY Academy

### Regular Meeting of the Board of Directors

Published on December 31, 2025 at 9:38 AM PST

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#### Date and Time

Thursday January 8, 2026 at 9:00 AM PST

#### Location

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

Join Zoom Meeting:

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

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#### MISSION STATEMENT

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

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

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

#### REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

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

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

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:00 AM</b>
<b>A. Record Attendance</b>		Board President	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Peter Matz, Member			
Larry Alvarado, Member			
<b>II. Pledge of Allegiance</b>			<b>9:01 AM</b>
<b>A. Led by Board President or designee.</b>		Board President	1 m
<b>B. Land Acknowledgment read by Jennifer Cook, Education Specialist, Motivated Youth Academy</b>		Jennifer Cook	1 m
<b>III. Approve/Adopt Agenda</b>			<b>9:03 AM</b>
<b>A. Call the Meeting to Order</b>		Board President	1 m
<b>B. Approve Agenda</b>	Vote	Board President	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of January 8, 2026.			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

	Purpose	Presenter	Time
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**IV. Approve Minutes****9:05 AM**

- |           |   |                 |                 |     |
|-----------|---|-----------------|-----------------|-----|
| <b>A.</b> | Minutes of the Regular Meeting of the Board of Directors that was held on December 11, 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 \_\_\_\_\_

**V. Public Comments/Recognition/Reports**

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

**VI. Board Governance****9:06 AM**

- |           |   |         |             |     |
|-----------|---|---------|-------------|-----|
| <b>A.</b> | 2026-2027 Board Meeting Calendar and Schedule - First Reading | Discuss | Bill Dobson | 2 m |
|-----------|---|---------|-------------|-----|

**VII. Correspondence/Proposals/Reports****9:08 AM**

- |           |   |         |                 |     |
|-----------|---|---------|-----------------|-----|
| <b>A.</b> | Special Education Department Mid-Year Review, Presented by Daniel Espinoza, Motivated Youth Academy Program Manager/School Psychologist | Discuss | Daniel Espinoza | 5 m |
| <b>B.</b> | 2026-2027 WASC Self Study, presented by Bill Dobson, Interim Director, Motivated Youth Academy  | FYI     | Bill Dobson     | 5 m |

	Purpose	Presenter	Time
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**VIII. Consent****9:18 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.

- |           |   |     |
|-----------|---|-----|
| <b>A.</b> | Consent - Business/Financial Services   | 1 m |
|           | 1. Check Register - December 2025   |     |
|           | 2. Approval of Team SMORE subscription (Renewal)                                      |     |
| <b>B.</b> | Consent - Education/Student Services  | 1 m |
|           | 1. Approval of MY Academy Student and Educational Rights Holders Handbook (Revisions) |     |
|           | 2. Approval of 2026-2027 Academic Learning Calendar                                   |     |
| <b>C.</b> | Consent - Personnel Services  | 1 m |
|           | 1. Approval of Certificated Personnel Report  |     |
|           | 2. Approval of Classified Personnel Report  |     |

**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. Education/Student Services****9:21 AM**

- |           |  |      |              |     |
|-----------|--|------|--------------|-----|
| <b>A.</b> | Approval of 2024-2025 School Accountability Report Card (SARC) | Vote | Melissa Lato | 5 m |
|-----------|--|------|--------------|-----|

It is recommended the Board approve the 2024-2025 School Accountability Report Card (SARC) for Motivated Youth Academy (#1628).



	Purpose	Presenter	Time
Fiscal Impact: None.			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

- |           |   |      |             |     |
|-----------|---|------|-------------|-----|
| <b>B.</b> | Approval of Motivated Youth Academy Plan for Expelled Youth | Vote | Bill Dobson | 2 m |
|-----------|---|------|-------------|-----|

It is recommended the Board approve the Motivated Youth Academy Plan for Expelled Youth 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>X.</b>	<b>Policy Development</b>	<b>9:28 AM</b>
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- |           |                        |      |             |     |
|-----------|------------------------|------|-------------|-----|
| <b>A.</b> | Approval of New Policy | Vote | Bill Dobson | 2 m |
|-----------|------------------------|------|-------------|-----|

It is recommended the Board approve the adoption of the new proposed policy. The policy will allow the Board to address any related complaints or issues that may be raised in the school/work environment.

5000 Series - Student Services

5005-MYA Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy

Fiscal Impact: None.

Roll Call Vote:

William Hall

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

**XI. Calendar**

The next Regular Board of Directors meeting will be held on February 12, 2026.

**XII. Comments 9:30 AM**

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

**XIII. Closing Items 9:37 AM**

A. Adjourn Meeting	Vote	Board President	1 m
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____	Seconded by _____	Ayes _____ Nays _____ Absent _____	

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

# Coversheet

Led by Board President or designee.

**Section:** II. Pledge of Allegiance  
**Item:** A. Led by Board President or designee.  
**Purpose:**  
**Submitted by:**  
**Related Material:** Flag slide.pdf



## Coversheet

### Land Acknowledgment read by Jennifer Cook, Education Specialist, Motivated Youth Academy

**Section:** II. Pledge of Allegiance  
**Item:** B. Land Acknowledgment read by Jennifer Cook, Education Specialist, Motivated Youth Academy  
**Purpose:**  
**Submitted by:**  
**Related Material:** Land Acknowledgment 1.jpg





# Land Acknowledgment

It is important that we demonstrate respect for the historic and contemporary presence of Indigenous peoples in California and particularly the San Diego area. It is important for us to recognize that our school resides on what are historically the traditional homelands of Indigenous peoples who were dispossessed of their homelands.

We are grateful and appreciative to the Indigenous peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn. In this spirit, we would like to acknowledge and pay our respects to the Luiseño, Cahuilla, Cupeño, Kumeyaay, Northern Diegueño tribes and all the American Indian and Indigenous peoples and communities who have been and continue to be part of these homelands in California.



## Coversheet

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

**Section:** IV. Approve Minutes  
**Item:** A. Minutes of the Regular Meeting of the Board of Directors that was held on December 11, 2025  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Meeting of the Board of Directors on December 11, 2025

APPROVED



## MY Academy

### Minutes

#### Regular Meeting of the Board of Directors

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**Date and Time**

Thursday December 11, 2025 at 9:00 AM

**Location**

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

Join by telephone or via the Zoom conferencing link below:

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

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#### **Directors Present**

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

#### **Directors Absent**

W. Hall

#### **Guests Present**

B. Dobson, Cathy Strauss (remote), G. Lenz (remote), Lili Huang (remote), M. Jones, M. Lato, R. Castillo, T. DeJesus (remote), T. Tautou, Victoria Katje-Parker (remote)

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## **I. Opening Items**

### **A. Call the Meeting to Order**

S. Fraire called a meeting of the board of directors of MY Academy to order on Thursday Dec 11, 2025 at 9:04 AM.

L. Alvarado made a motion to Approve remote participation of Board Member Mike Humphrey due to emergency circumstances.

P. Matz seconded the motion.

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

### **B. Record Attendance**

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

### **A. Approve Agenda**

P. Matz made a motion to Approve Agenda.

L. Alvarado seconded the motion.

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

**Roll Call**

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

**III. Approve Minutes**

**A. Minutes of the Regular Meeting of the Board of Directors that was held on October 9, 2025**

M. Humphrey made a motion to approve the minutes from Regular Meeting of the Board of Directors on 10-09-25.

L. Alvarado seconded the motion.

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

**Roll Call**

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

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

P. Matz made a motion to approve the minutes from Board of Directors Study Session on 11-13-25.

L. Alvarado seconded the motion.

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

**Roll Call**

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

**IV. Consent**

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

L. Alvarado made a motion to Approve Consent items A through C.

P. Matz seconded the motion.

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

#### Roll Call

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

#### B. Consent - Personnel Services

#### C. Consent - Policy Development

### V. Business/Financial Services

#### A. Approval of 2025-2026 First Interim Financial Report

P. Matz made a motion to Approve of 2025-2026 First Interim Financial Report.

L. Alvarado seconded the motion.

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

#### Roll Call

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

#### B. Approval of Annual Independent Auditors' Report for Motivated Youth Academy, Year Ended June 30, 2025 (Draft) - Prepared by CliftonLarsonAllen (CLA)

P. Matz made a motion to Approve of Annual Independent Auditors' Report for Motivated Youth Academy, Year Ended June 30, 2025 (Draft) - Prepared by CliftonLarsonAllen (CLA).

L. Alvarado seconded the motion.

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

#### Roll Call

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

### VI. Education/Student Services

#### A. Approval of 2025-2026 School Plan for Student Achievement (SPSA)

L. Alvarado made a motion to Approve of 2025-2026 School Plan for Student Achievement (SPSA).

M. Humphrey seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

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

### VII. Personnel Services

#### A. Approval of EdJoin.org Service Agreement (Renewal)

L. Alvarado made a motion to Approve of EdJoin.org Service Agreement (Renewal).  
M. Humphrey seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

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

### VIII. Organizational Structure - Annual Meeting of the Board

#### A. Annual Organizational Structure of the Board of Directors - Election of Officers

M. Humphrey made a motion to Approve Annual Organizational Structure of the Board of Directors - Election of Officers Board President: Bill Hall Nominated by: Pete Matz  
Seconded by: Larry Alvarado.  
L. Alvarado seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

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

#### B. Annual Organizational Structure of the Board of Directors - Election of Officers

L. Alvarado made a motion to nominate Mike Humphrey as Vice President of the Board of Directors.  
P. Matz seconded the motion.  
The board **VOTED** to approve the motion.

#### Roll Call

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

### C. Annual Organizational Structure of the Board of Directors - Election of Officers

P. Matz made a motion to nominate Steve Fraire as Clerk of the Board of Directors.

M. Humphrey seconded the motion.

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

#### Roll Call

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

### D. Full Board Action In Lieu of Audit Committee, Fiscal Year 2025-2026

L. Alvarado made a motion to Approve Full Board Action In Lieu of Audit Committee, Fiscal Year 2025-2026.

P. Matz seconded the motion.

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

#### Roll Call

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

### E. Approval of Motivated Youth Academy Board of Directors Manual Revisions

P. Matz made a motion to approve the Motivated Youth Academy Board of Directors Manual Revisions.

L. Alvarado seconded the motion.

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

#### Roll Call

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

## IX. Closing Items

### A. Adjourn Meeting

L. Alvarado made a motion to Adjourn Meeting.

M. Humphrey seconded the motion.

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

#### Roll Call

W. Hall        Absent

S. Fraire      Aye

P. Matz       Aye

M. Humphrey Aye

L. Alvarado   Aye

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

Respectfully Submitted,

G. Lenz

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### Documents used during the meeting

*None*

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#### FOR MORE INFORMATION

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

# Coversheet

## 2026-2027 Board Meeting Calendar and Schedule - First Reading

**Section:** VI. Board Governance  
**Item:** A. 2026-2027 Board Meeting Calendar and Schedule - First Reading  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
2026-2027 Motivated Youth Academy Board Meeting Calendar and Schedule - First Read - 2025.1  
2.30.pdf



## 2026-2027 Board Meeting Calendar and Schedule - First Read

Meeting Date	Topic
<b>July 9, 2026</b> <b>Regular Board Meeting</b> June School Highlights Presentation	Annual Board Self-Evaluation & Priorities 2025-2026 Motivated Youth Academy Action Plan 3-Year Motivated Youth Academy Growth Map 2026-2029
<b>August 13, 2026</b> <b>Regular Board Meeting</b> July School Highlights Presentation	Update Priority 1 Local Indicators 2024-25 Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalency
<b>September 10, 2026 Agenda</b> <b>Regular Board Meeting</b> August School Highlights Presentation	Teacher Assignment Monitoring Outcome Report SELPA Master Contracts English Language Development Handbook Employee Handbook Revisions Unaudited Actuals (2025-2026) // <i>Due September 15</i> Budget/Fiscal Update Consolidated Application and Reporting System - (CARS) <i>No presentation</i>
<b>October 8, 2026 Agenda</b> <b>Regular Board Meeting</b> September School Highlights Presentation	Student Highlight - EAST Cluster Budget/Fiscal Update Continuous School Improvement Plan for 2026-2027 2025-2026 Student Achievement Data Presentation (DASS, CAASPP, Fall EXACT Path) Title 1 School-Parent Compact Crisis Communication Plan
<b>November 12, 2026</b> <b>Regular Board Meeting</b> October School Highlights Presentation	Board of Directors Manual Review Ethics Training Update
<b>December 10, 2026</b> <b>Regular Board Meeting</b> November School Highlights Presentation	First Interim Budget // Due December 15 Audit Report (Draft) School Plan for Student Achievement (SPSA) Presentation Appoint Audit Committee Annual Organizational Meeting Employee Handbook Revisions Policies - 5000
<b>January 14, 2027</b> <b>Regular Board Meeting</b> <i>No Monthly Updates</i> <i>No School Highlights</i>	Student Highlight - SOUTH Cluster Special Education Presentation 2025-2026 California Dashboard Presentation/TAMO Report School Accountability Report Card (SARC)





## 2026-2027 Board Meeting Calendar and Schedule - First Read

<b>February 11, 2027</b> <b>Regular Board Meeting</b> January School Highlights Presentation	Student Highlight - WEST Cluster LCAP Mid-Year Report Budget/Fiscal Update State Budget Overview and Update 2027-2028 Board Meeting Calendar and Schedule 2027-2028 Academic Calendar
<b>March 11, 2027</b> <b>Regular Board Meeting</b> February School Highlights Presentation	Student Highlight - NORTH Cluster 2027-2028 Strategic Budget/Staffing Plan Second Interim Budget // Due March 15 Policies - 3000 and 4000 Series 2027-2028 Master Agreement for Independent Study and Acknowledgement of Responsibilities Audit Firm Selection <b>Reappointment of Board Member Term (Steve Friare) Exp 4/6/2026</b>
<b>April 8, 2027</b> <b>Regular Board Meeting</b> March School Highlights Presentation	Board of Directors Manual Review Annual Review of Executive Director/CEO Evaluation, Contract, & Job Description Review
<b>May 13, 2027</b> <b>Regular Board Meeting</b> April School Highlights Presentation	Budget/Fiscal Update Senior Capstone Project 2027-2028 Employee Benefit Plans
<b>June 10, 2027</b> <b>Regular Board Meeting</b>	LCAP Hearing & Local Indicators Presentation (Public Hearing) Estimated Actuals and July Budget Presentation (Public Hearing) Year-End Recap, Highlights, and Goals Presentation Policies - 1000, 6000 Series, and Title 1 School-Parent Compact 2027-2028 EL Master Plan Parent/Student Handbook Property and Casualty Insurance Employee Handbook
<b>June 17, 2027</b> <b>Regular Board Meeting</b>	LCAP & Local Indicators (Vote) Estimated Actuals, Budget Overview for Parents, and July Budget (Vote) Educator Protection Act (EPA) (Vote) Executive Director/CEO Contract (Vote) 2027-2028 Executive Director/CEO Evaluators (Evaluators Need to be approved in June) Annual Executive Director/CEO Evaluation Timeline and Plan

Board Approved: *PENDING*

## Coversheet

### Special Education Department Mid-Year Review, Presented by Daniel Espinoza, Motivated Youth Academy Program Manager/School Psychologist

**Section:** VII. Correspondence/Proposals/Reports  
**Item:** A. Special Education Department Mid-Year Review, Presented by Daniel Espinoza, Motivated Youth Academy Program Manager/School Psychologist  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MYA Special Education Mid-Year Review Presentation 2025.01.08.pdf



## Special Education

### 2025-2026 Mid-Year Review



## 2025-2026 Special Education *by the numbers*

**355** = Students enrolled at MY Academy

**73** = Students receiving Individualized Learning Plan (IEP) services

**20.5%** = All students enrolled at MYA receive SPED support



## 2025-2026 Students with IEP's *by grade level*

Grade	MYA Enrollment	Students with IEP's	Grade Enrollment
Sixth	2	1	50%
Seventh	11	3	27%
Eighth	15	3	20%
Ninth	47	9	19%
Tenth	77	14	18%
Eleventh	80	17	21%
Twelfth	123	26	21%



## 2025-2026 Students with IEP's *by residential area*

	MYA Enrollment	Enrollment %	MYA SPED Students	SPED Total %	SPED Enrollment Area	SPED Area %
San Diego County (within MEUSD boundaries)	67	19%	13	17%	13	19%
San Diego County (outside MEUSD boundaries)	201	57%	39	53%	39	19%
Imperial County	10	2%	3	4%	3	30%
Orange County	15	4%	6	8%	6	40%
Riverside County	62	17%	12	16%	12	19%
MYA Totals	355	100%	73	20%	73	20%



## 2025-2026 Students with IEP's *by primary disability*

	Autism	Emotional Disturbance	Intellectual Disability	Multiple Disabilities	Other Health Impairment	Specific Learning Disability	Speech or Language Impairment
San Diego County (within MEUSD boundaries)	1				3	8	1
San Diego County (outside MEUSD boundaries)	3	6	3		11	16	
Imperial County	1				1	1	
Orange County	2	2		1	1		
Riverside County	4		1		4	3	
MYA Totals	11	8	4	1	20	28	1



## 2025-2026 Special Education Staff

1.0 FTE - School Psychologist / Program Manager

2.0 FTE - Case Managers

2.0 FTE - Instructional Assistants - SPED

Vendors providing services pending hiring of additional 1.0 Case Manager





## 2025-2026 Special Education Vendor Services

Adaptive Physical Education

Language and Speech

Occupational Therapy



## 2025-2026 Special Education Continuing Goals

Hold all IEP meetings within required timeline

Submit Fall 1 and EOY 4 CALPADS report with zero fatal or warning errors

Ensure assessment accommodations/modifications are properly documented in TOMs by the end of January 2026

Reduce the number of unsigned IEP's by 50% June 2026.



# Questions?

# Thank You

# Coversheet

## 2026-2027 WASC Self Study, presented by Bill Dobson, Interim Director, Motivated Youth Academy

**Section:** VII. Correspondence/Proposals/Reports  
**Item:** B. 2026-2027 WASC Self Study, presented by Bill Dobson, Interim Director, Motivated Youth Academy  
**Purpose:** FYI  
**Submitted by:** Bill Dobson  
**Related Material:** MY Academy WASC Self Study Final.pdf

### BACKGROUND:

#### Motivated Youth Academy and WASC Reimagined Accreditation Pilot

Motivated Youth Academy was approached to participate as a pilot school in the Reimagined Self-Study Process and Peer Review Visit Pilot, part of WASC's reimagined Focus on Learning (FOL) accreditation process. MYA was included among a cohort of 40 selected California comprehensive high schools invited to participate in this pilot as WASC prepares for the full rollout of the redesigned accreditation model.

Early feedback from participating pilot schools has been overwhelmingly positive. Schools report that the new process is more focused, less repetitive, and more closely aligned with their existing cycles of inquiry and continuous improvement. Staff have noted that the use of clear, plain-language questions and the reduction from five accreditation categories to three make the process more meaningful and easier to navigate.

One of the most positively received changes is the flexibility to use existing structures—such as Professional Learning Communities (PLCs), departments, and leadership teams—rather than forming new focus groups. Schools indicate that this approach makes the work more authentic, sustainable, and better integrated into regular school routines.

The new WASC Data Tool has also been well received. Schools report that it saves time by centralizing key metrics and supporting stronger, equity-focused conversations. Some pilot schools are beginning to use AI tools to assist with data analysis and drafting—such as organizing themes and summarizing survey results—while emphasizing that professional judgment remains central to the process.

Areas identified for refinement include better alignment of templates with available data, clearer guidance and examples, and additional support related to chapter length limits, particularly for schools with significant progress to report.

Overall, pilot schools agree that the reimagined WASC process honors authentic school improvement, increases staff engagement, and shifts the focus from lengthy documentation to evidence-based action.



# **MOTIVATED YOUTH ACADEMY SELF-STUDY REPORT**

**500 La Terraza Blvd #150  
Escondido, CA 9025**

**February 2-4, 2026**

**WASC/CDE Focus on Learning Continuous Improvement  
2025-2026 Pilot Edition**

## WASC Self-Study Overview

WASC accreditation is a continuous school improvement process that provides the core elements to guide a school in completing an in-depth self-study to assess the effectiveness of the current school programs and to determine what school elements need to be strengthened or improved.



To learn more about the WASC Self-Study Process, visit [ACS WASC Overview](#), and view the [WASC Accreditation Overview Video](#).

It is also important to understand the WASC Student-Centered Continuous Improvement Model and [Standards](#) that serve as the foundation for a successful self-study.

### A WASC Self-Study is two parts:

- 1. Self-Study Process and Report:** The purpose of the WASC Self-Study is for a school to conduct an in-depth organizational self-assessment, in which they examine all aspects of the organization and to identify levels of effectiveness of its current programs or education services provided based on the WASC research-based standards that help define and validate an organization's program quality and effectiveness.
- 2. Peer Review Visit:** The peer review visit represents a collaborative opportunity for meaningful conversations centered around continuous improvement, where experienced colleagues spend time engaging with your school community following the self-study report. Through open dialogue and shared expertise, the visiting team works alongside your team to validate self-study findings and develop recommendations that help strengthen your school's continuous improvement plan while celebrating schoolwide achievements, ultimately fostering continuous improvement through peer support and professional guidance.

**Self-Study Process and Report:** The self-study report serves three purposes.

1. First, it serves as your organization's written summary of findings based on your self-study analysis, including links to key pieces of evidence that support these findings.
2. Second, the Action Plan serves as a roadmap for your organization to better understand program effectiveness and guide continuous improvement and program refinement.

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3. Third, it provides to the WASC Visiting Committee an overview of the school, and the preliminary findings from the self-study process. It helps the Visiting Committee validate the quality of school programs, confirm the action plan goals, provide additional feedback or recommendations to support the school's future goals and continuous improvement.

The Self-Study Template provides guidance as you work with your team to complete the self-study process and corresponding report. Please ensure you review each section of the report including the purpose, directions, and resources.

## Introduction (1 page maximum)

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### **Purpose**

This section of the report provides an overview of your organization. It helps you articulate your school's mission and purpose, the programs and educational services you offer, and the students you serve. This foundation will guide your self-study process and inform the WASC Visiting Committee's understanding of your school.

### **Directions**

Ensure your introduction addresses each of the prompts below. Hyperlink to any relevant evidence or data to support your introduction.

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1. Provide a brief overview of your organization, including its history and a concise description of the programs or educational services offered.
  2. Share your Mission and/or Vision Statement, Core Values, and/or Graduate Profile, and explain how these guide your efforts to meet student needs and support their goals through a commitment to equity, inclusion, and access.
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Insert your response here with links to relevant evidence

1. Provide a brief overview of your organization, including its history and a concise description of the programs or educational services offered.

Motivated Youth Academy, also known as MY Academy or MYA, is a flex-based (non-classroom-based, NCB) public charter school authorized by the Mountain Empire Unified School District in San Diego County. The school opened on July 1, 2014, originally as County Collaborative Charter School, and is authorized to serve students in grades K-12, as well as young adults ages 19 to 24. MY Academy offers traditional independent study to provide personalized, flexible learning opportunities for students who benefit from a nontraditional learning environment.

MYA provides a comprehensive, personalized learning program designed to meet the diverse needs of its student population. The school provides curriculum resources from which students and teachers co-create individualized learning plans to ensure culturally relevant and appropriate academic standards and prepare students for college, career, and lifelong learning. The program emphasizes engagement, motivation, and continuous skill development while maintaining a supportive and caring learning environment. Each student is assigned a Learning Facilitator who monitors attendance, progress, and credit completion through weekly individual meetings, virtual support, and community-based in-person check-ins.

MYA places a strong priority on student well-being and safety. The school participates in the Handle with Care initiative operated by the San Diego County District Attorney and provides professional development in programs such as Project Safe for Human Trafficking Education and Prevention and COPES for Suicide Prevention. MYA is also a partner with multiple agencies throughout its service area to support students and families, including programs offered by the San Diego County District Attorney's Office such as One Safe

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Place and One Safe Place South. These partnerships reinforce the belief that emotional and physical safety form the foundation for academic success.

On CBEDS day for the 2024–25 school year, MYA enrolled 251 students. 79% were socioeconomically disadvantaged, 14.7% were English learners, 23.1% received special education services, 23.5% experienced homelessness, and 1.6% were foster youth. Because of the high percentage of students in high-risk groups, MYA is recognized as a Dashboard Alternative School Status Community of Practice school. This designation allows the school to use alternative performance indicators during the charter renewal process, including graduation rate, attendance rate, suspension and expulsion rates, course completion, and participation in Workforce Innovation and Opportunity Act (WIOA) programs. MY Academy has used the alternative metrics to guide the work MYA does with students for the past 6 school years.

MYA emphasizes academic achievement through personalized learning and data-informed instruction. Students complete assessments in core subjects, as well as social-emotional learning evaluations, upon enrollment or at the start of each school year. These assessments inform individualized learning plans called MY PLANs, which support student goal-setting, academic progress, and college and career readiness. MYA offers flexible pathways for students, including credit recovery, early graduation, college preparation, and fully individualized learning experiences.

High school students have multiple graduation options. The traditional pathway requires 210 credits and includes coursework aligned with California Education Code and local “a-g” requirements. Eligible students facing significant barriers may participate in the [At Promise 130 Credit Pathway](#), in accordance with Education Code Section 51225.3. These students include foster youth, military family students, homeless students, migratory or newcomer students, youth involved in juvenile courts, students with credit deficiencies, gaps in enrollment, or other exceptional circumstances approved by school administration. While the 130 Credit Pathway provides a flexible path to graduation, students and families are advised that this pathway may impact eligibility for direct admission to four-year California universities, although students can pursue postsecondary opportunities through California Community Colleges.

Through its history as County Collaborative Charter School and its ongoing evolution as Motivated Youth Academy, MYA continues to provide a safe, inclusive, and academically appropriate environment that is culturally relevant to students. The school ensures that every student receives the resources, support, and flexible learning opportunities needed to succeed academically, socially, and professionally while benefiting from partnerships with local agencies that strengthen student and family success.

2. Share your Mission and/or Vision Statement, Core Values, and/or Graduate Profile, and explain how these guide your efforts to meet student needs and support their goals through a commitment to equity, inclusion, and access.

MYA’s [mission](#) is to create a learning environment that supports each student while strengthening relationships among all educational partners. The school’s [vision](#) is to remain responsive and adaptable to the evolving needs and interests of students in the 21st century.

MYA’s [core values](#) guide every aspect of school life. All Are Welcome ensures every student feels included and valued. We Celebrate the Small Things fosters recognition of growth and effort in all forms. We Choose Hope

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inspires confidence in students' potential and perseverance. We Are Servant Leaders emphasizes caring and service to others. Feedback Is Critical encourages listening and continuous improvement. We Pursue Gratitude promotes joy, appreciation, and resilience. These values inform how staff interact with students, how learning is delivered, and how success is defined.

MYA's [graduate profile](#) defines how graduates are prepared for life after high school. Graduates are more than just academically prepared; they are emotionally intelligent, dependable, and driven by purpose, possessing the essential skills to thrive in a complex world. They are equipped with seven essential competencies, identified by the San Diego County Office of Education and the San Diego Workforce Partnership, which include Emotional Intelligence, Dependability, Resourcefulness, Collaboration, Creative and Critical Thinking, and Communication, all supporting Career Development. Ultimately, the MY Academy graduate is empowered by knowledge, grounded in values, equipped with skills, committed to their community, and ready for what's next.

Learning facilitators provide individualized support through one-on-one meetings, small group sessions, and virtual guidance. Each student's learning plan, called MY PLAN, is centered on their strengths, aspirations, and radical dreams. Instruction is personalized to foster academic growth, social-emotional development, and motivation, while actively engaging students in planning their educational journey.

MYA partners with community organizations, including programs through the San Diego County District Attorney's Office such as One Safe Place, to ensure student and family well-being. Serving those who have been historically underserved is not merely an act of charity, but an investment in the collective strength of the future. Education is the most potent tool there is to reduce poverty; empowering every student unlocks their potential and can uplift entire communities.

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## Chapter 1: School Developments and Action Plan Progress (2-3 pages maximum)

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### **Purpose**

The purpose of this chapter is to evaluate the progress you have made on your school improvement plan including the areas for focus identified during the last accreditation visit, as well as any major or significant changes that have happened at your school and their impact on your programs. This will help both your school and the visiting committee understand your progress and the degree to which you regularly assess, implement, and monitor your improvement plans.

### **Directions**

Review your schoolwide improvement plan, including the areas for focus integrated from the last accreditation visit, gather any relevant evidence to assess the degree to which you have addressed your improvement goals and write a short evaluative, narrative synthesis of your findings. Also, in your review, include an analysis of any internal or external major changes to the school that have impacted your school. Ensure your School Developments and Action Plan Progress Chapter answers each of the questions below. Hyperlink to any relevant evidence or data to support your introduction.

1. What significant internal and external changes have affected your organization, programs, and students, and how has your school responded to these changes?
2. What progress has been made in addressing identified growth areas for improvement, including WASC recommendations from your last visit and your self-identified school goals?
3. How have these changes and improvements influenced your school's overall effectiveness and contributed to student learning and well-being?
4. What processes does your school use to monitor progress on improvement priorities and plans?

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Answer the questions here with links to relevant evidence

1. What significant internal and external changes have affected your organization, programs, and students, and how has your school responded to these changes?

### **Impact of the COVID-19 Pandemic on MY Academy**

During the COVID-19 pandemic, statewide emergency orders, including Executive Order N-26-20, disrupted traditional school operations across California. MY Academy, however, remained open and continued to serve students without interruption. As many students in MYA's authorizing district and across MYA's four county footprint temporarily lacked immediate access to their local schools, enrollment at MY Academy increased, reflecting families' need for a flexible and accessible learning option.

The only significant operational change was the inability to hold weekly in person meetings with students. Public locations used for student teacher meetings, special education services and various assessments were closed under public health directives from the Federal, State and County levels. This required MY Academy to temporarily shift these interactions to virtual formats. Despite this adjustment, the school maintained instructional continuity, upheld its educational commitments, and expanded access for students throughout the pandemic.

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## Impact of SB 820 on MY Academy

SB 820, passed as a corrective measure to California’s “Hold Harmless” funding provision during the 2020–21 school year, created significant challenges for MY Academy. Although the legislation was intended to support schools experiencing enrollment growth, it explicitly excluded non-classroom-based schools from receiving any growth funding for that year. As a non-classroom-based charter school, MY Academy was unable to access additional funds for the new students it enrolled during a period of sharply increased demand for flexible, independent study programs.

This restriction meant that while MY Academy continued to serve a growing number of students the school received no additional per-pupil funding from the state of California for those enrollments. The mismatch between rising student needs and frozen funding placed MY Academy under substantial financial strain. Despite the school’s ability and readiness to expand services, SB 820 prevented the funding necessary to fully support that growth, limiting operational flexibility and creating budget pressures that persisted beyond the 2020–21 school year.

## Changes in Leadership

Since the completion of the last self-study, several leadership changes have occurred due to retirements. Because of the unique nature of MY Academy’s work and its approach to education, the school focuses on developing leadership from within. When positions become available, internal candidates are given opportunities to build the skills necessary and leadership opportunities to fulfill the job requirements and potentially become strong candidates for consideration by the Board of Directors. This approach has helped ensure continuity of service to students that result in successful student outcomes and continues to be the schools practice.

Start	Title	Name	End	Reason for Change	Board Approved Replacement
1/2019	CEO	Kurt Madden	12/2023	Retirement	Bill Dobson
1/2024	CEO	Bill Dobson	Current	N/A	N/A
1/2019	Director	Dawn Zwibel	12/2021	Retirement	Bill Dobson
1/2022	Director	Bill Dobson	Current	N/A	N/A
1/2022	Assistant Director	Bill Dobson	12/2021	New Position	Melissa Lato
1/2022	Assistant Director	Melissa Lato	Current	N/A	N/A

## Back Office Services

Back office services are administrative and operational functions that support the day-to-day operations of a charter school but do not involve direct instruction. Like many charter schools, MY Academy contracts with third-party organizations for back office services to ensure efficient operations, regulatory compliance, and financial stability while allowing school leadership to focus on instruction and student support. Specifically, MY Academy contracts with outside vendors to provide financial management, including budgeting, accounting, and payroll; human resources, including hiring, benefits, and compliance; technology management; and support for compliance with state and federal regulations.

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At the time the last self study was submitted MY Academy was contracted with The Collaborative Charter Services Organization ("CSO") to provide administrative support in the execution of effective and efficient board governance; parent, student, and community engagement; fiscal services; human resources, payroll, and benefits; instruction, admission, assessment, compliance and accountability; LCAP, SARC, and WASC special projects; and special education services.

From July 1, 2019, until June 30, 2021, the CSO contracted with Delta Managed Solutions (DMS) to provide fiscal services for MY Academy. From July 1, 2021, until June 30, 2022, fiscal services were handled in-house by The Collaborative Charter Services Organization (CSO).

On March 31, 2022, the CSO notified MY Academy of its intent to cease operations on June 30, 2022.

Since July 1, 2022, MY Academy has brought many of these services in house while also contracting with external vendors. The school now works with Charter Impact for fiscal services, Acacia HR Solutions for human resources, California Schools VEBA for employee benefits, and Keyn Solutions for technology support.

This transition has presented significant challenges, but the courage, creativity, and commitment of MY Academy's leadership and staff have allowed the school to navigate these changes successfully, supporting student learning and the growth of the school.

### **Shift to Student-Centered and Competency-Based Learning at MY Academy**

MY Academy has undertaken a deliberate shift toward student-centered, competency-based education, guided by two years of [monthly professional development](#) (SY 23-24 and SY 24-25) with Dr. Jamila Dugan, including insights from her book *Street Data*, and informed by the principles outlined in *Deeper Competency-Based Learning: Making Equitable, Student-Centered, Sustainable Shifts* by Karin Hess, Rose Colby, and Daniel Joseph. This approach prioritizes the unique needs, strengths, and interests of each student, allowing them to progress based on mastery of competencies rather than seat time.

By adopting competency based practices and utilizing the *Street Data* framework, MY Academy emphasizes equity and meaningful engagement, ensuring all students have access to learning experiences that develop essential skills and knowledge. Instruction is personalized, assessment is authentic and performance-based, and students are empowered to take ownership of their learning. This shift has enabled MY Academy to create a flexible, engaging, and sustainable learning environment that prepares students for success both academically and personally.

This pivot has also been informed by the San Diego County Office of Education (SDCOE) and San Diego Workforce Partnership (SDWP) collaboration on the "[Essential Skills](#)" for career readiness, as well as the SDCOE's *Equity Blueprint for Action*, ensuring that the school's approach integrates both academic and career focused competencies within an equity-driven framework.

### **Staff Growth**

Enrollment has grown from 75 students on Census Day in SY 2018–19 to 323 students on Census Day in SY 2025–26. To support this growth, staff numbers have increased accordingly. Administration positions have risen by 25%, from 1.6 to 2.0; certificated positions have increased by 120%, from 10 to 22; and classified positions have grown approximately 329%, from 3.5 to 15.

2. What progress has been made in addressing identified growth areas for improvement, including WASC recommendations from your last visit and your self-identified school goals?

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Since the prior WASC visit and mid-cycle review, MY Academy has made meaningful progress in addressing identified growth areas related to academic monitoring, engagement, family partnerships, graduation supports, communication systems, social learning, and technology instruction. The school has implemented improved systems that promote consistency, accountability, and student-centered practices.

To strengthen monitoring and support of academic achievement, MY Academy transitioned to a competency-based learning model that ensures standards alignment while providing individualized pacing and mastery-based progression. The school implemented mid-semester progress reports and developed MY Plan, a personalized academic and post-secondary plan for each student that is reviewed regularly. Counseling services expanded from a 1.0 FTE position to two full-time counselors, significantly increasing capacity to support both academic and social-emotional needs. These changes have enhanced intervention practices and increased clarity about student progress.

In response to the growth area related to engagement and connectedness, MY Academy established Learning Facilitator community meetups each semester for students, families, and educational partners. The school expanded weekly one-on-one meetings to include small groups, strengthening peer connection and collaboration. A [Kickoff Week](#) professional development series was implemented prior to Track F to ensure staff alignment, and [multiple planning calendars](#) were developed to improve consistency of communication. Additionally, a [cluster model](#) was introduced to create stronger relationships between students and staff through consistent team-based support.

To strengthen partnerships with families, the school maintained active School Site Councils, Educational Partner Advisory Committees, and English Learner Advisory Committees. MY Academy expanded communication and support through ParentGuidance.org and formalized several MOUs with community organizations. These structures increased family voice in decision-making and improved access to student support services.

Graduation monitoring systems were also strengthened. MY Academy conducts annual transcript reviews, reviews MY Plans weekly with Learning Facilitators, and provides eligible students with Certificates of Completion. The implementation of the Headrush platform allows students, families, and staff to monitor graduation progress in real time, supporting early interventions and improved accountability.

To address post-graduate tracking, MY Academy relaunched the Possibility Project and implemented graduation surveys to gather data on post-secondary outcomes. These systems help inform program improvement and future planning.

Communication systems were enhanced through a structured Learning Facilitator planning calendar and regular communication to staff and families through weekly digests, newsletters, and webinars. These efforts improved awareness of academic requirements, activities, and engagement opportunities.

Expanded social-emotional and collaborative programming included mental health initiatives such as Bring Change to Mind, the launch of a Parenting Club, the transition of Student Success Coordinators into Community Program Liaisons, and the creation of academic workgroups by subject area to support collaboration and focused instruction.

Finally, MY Academy strengthened technology instruction through professional development on instructional platforms, Google tools, and digital resources. Kintone tutorials and staff training in both large and small group formats supported consistent use of technology across the school.

Overall, MY Academy has implemented structural, instructional, and communication improvements that support continuous growth and effective implementation of WASC recommendations.

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3. How have these changes and improvements influenced your school's overall effectiveness and contributed to student learning and well-being?

The changes implemented at MY Academy have strengthened organizational effectiveness, improved student learning, and enhanced student well-being. The transition to competency-based learning and the implementation of MY Plans have increased instructional clarity and personalization, allowing students to progress based on mastery and receive timely feedback. Mid-semester progress reports and consistent monitoring systems have improved accountability and intervention practices.

The expansion of counseling services has significantly increased support for students' emotional health, academic planning, and post-secondary readiness. Students have greater access to guidance and trusted adults, contributing to improved continuity of care and increased engagement.

Engagement strategies, including Learning Facilitator meetups, small-group advising, and the cluster model, have strengthened relationships and contributed to improved attendance, participation, and a sense of belonging. Improved communication systems have also increased family involvement and alignment between home and school.

Graduation monitoring systems, including real-time tracking through the Headrush platform and annual transcript audits, have increased student awareness of progress and strengthened graduation outcomes. Post-graduation data collection through surveys and structured planning initiatives has improved college and career readiness and informed program improvement.

Expanded collaborative learning opportunities and social-emotional programming have supported student wellness and leadership development. Technology integration and instructional support have increased digital literacy and instructional consistency.

Collectively, these improvements have created a more cohesive, supportive, and student-centered learning environment. MY Academy has strengthened its capacity to meet student needs academically, socially, and emotionally, resulting in a more effective educational program and improved student outcomes.

4. What processes does your school use to monitor progress on improvement priorities and plans?

MY Academy employs a multi-tiered approach to monitor progress on improvement priorities and implementation of school-wide plans, integrating state-level accountability systems and internal continuous improvement processes to ensure effectiveness and alignment. The school intentionally reviews three complementary types of data—satellite, map, and street data—to ensure decisions are informed by both system-wide trends and individual student experiences.

At the state level, the school uses the Local Control and Accountability Plan (LCAP) to monitor goals related to student achievement, equity, and resource allocation, incorporating feedback collected from families, students, and staff through the LCAP survey process and School Site Council (SSC). The School Accountability Report Card (SARC) provides annual performance, demographic, and programmatic data, while the School Plan for Student Achievement (SPSA) outlines targeted interventions and measurable outcomes aligned to identified student needs. The California School Dashboard and DataQuest are reviewed annually as satellite data sources to identify system-level patterns and accountability indicators.

MY Academy also participates in Comprehensive Support and Improvement (CSI) and Differentiated Assistance (DA) processes, using state-identified metrics to guide improvement efforts, monitor progress, and align supports in identified focus areas.

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At the school level, staff regularly analyze map data, including surveys and perception data from the California Healthy Kids Survey (CHKS), LCAP surveys, and other educational partner feedback tools, to assess school climate, engagement, and wellness. These data points provide insight into how families, students, and staff experience the school program and inform action steps for improvement.

To complement system and perception data, the school relies on street data, which includes individualized student information such as academic performance, attendance, credit accumulation, and graduation readiness, as well as personal interviews, conferences, and case management notes. Student-level progress monitoring allows staff to identify students who are off track and implement targeted interventions.

Data is reviewed during monthly staff data meetings, weekly cluster meetings, leadership meetings, and all-staff discussions to evaluate trends, monitor implementation fidelity, and adjust strategies in real time. Charter renewal and review of Dashboard Alternative School Status (DASS) metrics provide an additional external accountability layer and inform long-term planning.

Together, these processes create a comprehensive and balanced system for monitoring improvement efforts, ensuring alignment between planning and implementation, and maintaining a strong focus on student success through informed, data-driven decision-making.

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## Chapter 2: Data Analysis

### Purpose

This section of the report provides a synthesis of how your school examines, collects, analyzes, and uses data to understand student learning and guide improvement efforts. It helps you demonstrate your data-driven decision-making process, including how you gather meaningful information about student achievement, analyze trends and patterns, and use these insights to enhance your educational programs and support student success. It also culminates in your school identifying student-centered continuous improvement goals, implications, or needs that arise from your data analysis.

### Directions

WASC is currently finalizing a Data Tool, which will auto populate three years of disaggregated public data from the CDE Dashboard, DataQuest, and EdData. Pending final implementation of the Data Tool, schools that have already begun data analysis can link directly to the school public data sets.

### Our Student Community

#### Enrollment & Demographics:

LINK to 3 years of disaggregated data:

Current Trends:

Enrollment by Grade Level					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
Total	151	194	212		
<a href="#">Data from CDE Dataquest</a>					
Enrollment by Grade Level					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
12	45	40	47		
11	25	36	40		
10	25	37	37		
9	17	39	48		
8	10	16	26		
7	12	15	12		
6	10	10	2		
5	5	1			
4	1				
3					
2					
1	1				
K					
TK					
<a href="#">Data from CDE Dataquest</a>					

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Enrollment by Student Group	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners	18	16	22		
Long-Term English Learners					
Students with Disabilities	32	39	45		
Socioeconomically Disadvantaged	108	146	160		
Students Experiencing Homelessness	4	63	37		
Foster Youth		1	2		
African-American	3	6	12		
American Indian/Native Alaskan	12	9	15		
Asian	1	2	1		
Filipino	2	5	2		
Hispanic/Latino	89	112	115		
Native Hawaiian/Pacific Islander		1			
Two or more Races	15	15	17		
White	29	44	49		
<i>Data from CDE Dataquest</i>					

#### Analysis & Implications:

Enrollment continues to grow, rising from 151 in 2021–22 to 212 in 2023–24, with projections showing further increases. Growth is strongest in grades 9–12, especially 9th grade, which nearly tripled over three years.

By student group, increases are seen among English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic/Latino students, while Students Experiencing Homelessness peaked in 2022–23 before declining. Asian and Filipino enrollment remain low with slight decreases.



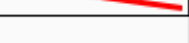




Overall, MY Academy is serving a larger and more diverse high school population, underscoring the need for expanded academic and support services.

#### Academic Data

##### SBA - ELA/Standards Met or Exceeded

LINK to 3 years of disaggregated data:

Current Trends:

CAASPP Achievement - Percent Meeting Standards					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
ELA	52%	43%	24%		
Math	25%	11%	12%		
Science	20%	19%			
Data from the CAASPP Website					
CAASPP ELA Achievement - Percent Meeting Standards					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners					
Long-Term English Learners					
Students with Disabilities					
Socioeconomically Disadvantaged	47%	44%	17%		
Students Experiencing Homelessness					
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino	36%	25%	10%		
Native Hawaiian/Pacific Islander					
Two or more Races					
White			27%		
Data from the CAASPP Website					
CAASPP Math Achievement - Percent Meeting Standards					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners					
Long-Term English Learners					
Students with Disabilities					
Socioeconomically Disadvantaged	14%	11%	4%		
Students Experiencing Homelessness					
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino	9%	0%	5%		
Native Hawaiian/Pacific Islander					
Two or more Races					
White			9%		
Data from the CAASPP Website					

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**Analysis & Implications:**



The CAASPP ELA data across achievement, dashboard levels, and distance from standard reveals a clear downward trend for key student groups. Socioeconomically disadvantaged students dropped from 47% meeting standards in 2021–22 to just 17% in 2023–24, with their dashboard level falling from 2 to 1, and their distance from standard widening from -85.5 to -126.9. Similarly, Hispanic/Latino students declined from 36% to 10% proficiency, dropped from level 2 to 1 on the dashboard, and saw their distance from standard grow from -85.6 to -126.5. Students with Disabilities also regressed, with lower proficiency rates, a dashboard drop from level 2 to 1, and distance from standard worsening from -132.7 to -179.5. In contrast, White students showed slight improvement across all three measures. These patterns highlight growing achievement gaps and an urgent need for targeted academic interventions.

**SBA - Math/Standards Met or Exceeded**






LINK to 3 years of disaggregated data:

**Current Trends:**

CAASPP Math Achievement - Percent Meeting Standards					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners					
Long-Term English Learners					
Students with Disabilities					
Socioeconomically Disadvantaged	14%	11%	4%		
Students Experiencing Homelessness					
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino	9%	0%	5%		
Native Hawaiian/Pacific Islander					
Two or more Races					
White			9%		

CAASPP Math Achievement - CA School Dashboard Indicator Level					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners		0	0		
Long-Term English Learners			0		
Students with Disabilities		0	0		
Socioeconomically Disadvantaged		2	1		
Students Experiencing Homelessness		0	0		
Foster Youth		0	0		
African-American		0	0		
American Indian/Native Alaskan		0	0		
Asian		0	0		
Filipino		0	0		
Hispanic/Latino		2	1		
Native Hawaiian/Pacific Islander		0			
Two or more Races		0	0		
White		0	0		

CAASPP Math Achievement - Distance from Standard					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners					
Long-Term English Learners					
Students with Disabilities	-198.9	-191.8	-154.2		
Socioeconomically Disadvantaged	-158.7	-150.2	-182.7		
Students Experiencing Homelessness		-154.8	-229.4		
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino	-163.2	-153.6	-169.8		
Native Hawaiian/Pacific Islander					
Two or more Races					
White	-123.9		-172.4		

### Analysis & Implications:

The CAASPP Math data reflects a concerning decline in achievement for several student groups. Socioeconomically disadvantaged students dropped from 14% meeting standards in 2021–22 to just 4% in 2023–24, and their dashboard level fell from 2 to 1. Their distance from standard initially improved in 2022–23 but worsened again in 2023–24 (from -150.2 to -182.7). Hispanic/Latino students showed a similar pattern, with proficiency decreasing from 9% to 5%, a drop in dashboard level from 2 to 1, and a deepening gap from the standard. Students with Disabilities, while still far below standard, showed improvement in distance from standard (from -198.9 to -154.2), though their dashboard level

remains at 1. Overall, the data indicates persistent and widening achievement gaps in math, especially for historically underserved groups.

### ELPAC - Standards Met or Exceeded

LINK to 3 years of disaggregated data:

Current Trends:

ELPAC Summative Assessment					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
4 - Well Developed	18%	6%	13%		
3 - Moderately Developed	18%	50%	34%		
2 - Somewhat Developed	18%	28%	38%		
1 - Beginning to Develop	45%	17%	16%		
Data from the ELPAC website					
ELPI - Percent Making Progress					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners		46%	23%		
Long-Term English Learners			26%		
Data from the CA School Dashboard					
ELPI - Indicator Level					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners		0	0		
Long-Term English Learners			0		

Analysis & Implications:






The ELPAC data shows a positive shift away from the lowest proficiency level, with the percentage of students at "Beginning to Develop" dropping from 45% in 2021–22 to 16% in 2023–24. However, gains in higher levels have been inconsistent—"Well Developed" dipped then slightly recovered, while "Moderately Developed" peaked in 2022–23 before declining. The ELPI data reveals a concerning downward trend, with the percentage of English Learners making progress dropping from 46% to 23%, and Long-Term English Learners falling to 0%. Additionally, no students have met the ELPI indicator level over the past three years, indicating a need for stronger language development support.

### Redesignation Rates

LINK to 3 years of disaggregated data:

Revised 1.28.25

## Current Trends:

ELPAC Summative Assessment					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
4 - Well Developed	18%	6%	13%		
3 - Moderately Developed	18%	50%	34%		
2 - Somewhat Developed	18%	28%	38%		
1 - Beginning to Develop	45%	17%	16%		
<a href="#">Data from the CAASPP Website</a>					
ELPI - Percent Making Progress					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners		46%	23%		
Long-Term English Learners			26%		
<a href="#">Data from the CA School Dashboard</a>					

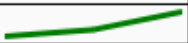





## Analysis &amp; Implications:

MY Academy's ELPAC results show a reduction in students scoring at Level 1 and steady growth in Levels 2 and 4, indicating improved foundational English proficiency. However, ELPI data shows a recent decline in the percentage of students making expected progress, particularly among ELs. While initial language development supports are effective, MYA must continue strengthening targeted ELD instruction to accelerate progress toward reclassification.




## Graduation Rates





LINK to 3 years of disaggregated data:

## Current Trends:

Graduation - Percent Graduated					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total	40%	46%	62%		
Data from the CA School Dashboard					
Graduation - Percent Graduated by Student Group					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners			42%		
Long-Term English Learners			42%		
Students with Disabilities	0%	22%	48%		
Socioeconomically Disadvantaged	39%	42%	61%		
Students Experiencing Homelessness		21%	52%		
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino	37%	55%	56%		
Native Hawaiian/Pacific Islander					
Two or more Races					
White	47%	32%	75%		
Data from the CA School Dashboard					



Graduation Rate - Indicator Level					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total		1	1		
Data from the CA School Dashboard					
Graduation Rate - Indicator Level by Student Group					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners		0	0		
Long-Term English Learners			0		
Students with Disabilities		0	0		
Socioeconomically Disadvantaged		1	1		
Students Experiencing Homelessness		0	0		
Foster Youth		0	0		
African-American		0	0		
American Indian/Native Alaskan		0	0		
Asian		0	0		
Filipino		0	0		
Hispanic/Latino		1	1		
Native Hawaiian/Pacific Islander			0		
Two or more Races		0	0		
White		0	0		
Data from the CA School Dashboard					

DASS 1-Year Graduation Rate					Trend
	2021-2022	2022-2023	2023-2024	2024-2025	
Total		75%	75%	90.40%	
Data from the CA School Dashboard					
DASS 1-Year Graduation Rate					Trend
	2021-2022	2022-2023	2023-2024	2024-2025	
English Learners					
Long-Term English Learners					
Students with Disabilities				75%	
Socioeconomically Disadvantaged		73.90%	73.90%	89.40%	
Students Experiencing Homelessness				92.30%	
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino		71.90%	71.90%	85.30%	
Native Hawaiian/Pacific Islander					
Two or more Races					
White		76.50%	76.50%	95%	
Data from the CA School Dashboard					

### Analysis & Implications:

Graduation data for Motivated Youth Academy continues to improve, with overall rates rising from 40% in 2021–2022 to 62% in 2023–2024. While the school remains at Level 1 on the California Dashboard due to students often entering credit deficient, subgroup performance has shown steady gains. Notable increases include students with disabilities (0% to 48%), socioeconomically disadvantaged (39% to 61%), Hispanic/Latino (37% to 56%), and White students (47% to 75%).







As a Dashboard Alternative School (DASS), MY Academy can also report 1-Year Graduation Rates, which provide a clearer picture of student success. Results are strong, with an overall rate of 90.4% in 2024–2025 and high outcomes for key subgroups, including students with disabilities (75%), socioeconomically disadvantaged (89.4%), students experiencing homelessness (92.3%), Hispanic/Latino (85.3%), and White students (95%).

Although many subgroups remain at Level 0 or 1 on the Dashboard, the positive 1-year graduation data highlights progress and the impact of targeted support. Continued focus on closing equity gaps will be essential to sustain this momentum.

### 12th Grade Completion of a-g requirement w/ C or better:

LINK to 3 years of disaggregated data:

## Current Trends:

A-G Rate					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total	0%	8%	27%		
Data from the Dataquest					
A-G Rate by Student Group					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners					
Long-Term English Learners					
Students with Disabilities	0%	0%	0%	0%	
Socioeconomically Disadvantaged	0%	6%	20%	20%	
Students Experiencing Homelessness		0%	22%	22%	
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino	0%	7%	20%	20%	
Native Hawaiian/Pacific Islander					
Two or more Races					
White	0%	0%	18%	18%	
Data from the Dataquest					







## Analysis &amp; Implications:

Motivated Youth Academy's A-G rate rose from 0% in 2021–2022 to 27% in 2023–2024, showing strong improvement. This would be due to the increased focus of the School Counselor looking at transcripts more consistently to ensure students are on the right path. Key student groups like socioeconomically disadvantaged, Hispanic/Latino, and homeless students made notable gains. However, students with disabilities remain at 0%, highlighting the need for increased targeted support.

## College and Career Indicator:

LINK to 3 years of disaggregated data:

## Current Trends:

CCI Rate - Percent Prepared					Trend
	2021-2022	2022-2023	2023-2024	2024-2025	
School Total		8%	11%		
Data from the CA School Dashboard					
CCI Rate by Student Group - Percent Prepared					Trend
	2021-2022	2022-2023	2023-2024	2024-2025	
English Learners					
Long-Term English Learners					
Students with Disabilities		0%	0%		
Socioeconomically Disadvantaged		8%	8%		
Students Experiencing Homelessness		0%	5%		
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino		7%	3%		
Native Hawaiian/Pacific Islander					
Two or more Races					
White		11%	6%		
Data from the CA School Dashboard					

CCI Rate - Indicator Level					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total			3		
Data from the CA School Dashboard					
CCI Rate by Student Group - Indicator Level					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners			0		
Long-Term English Learners			0		
Students with Disabilities			0		
Socioeconomically Disadvantaged			1		
Students Experiencing Homelessness			0		
Foster Youth			0		
African-American			0		
American Indian/Native Alaskan			0		
Asian			0		
Filipino			0		
Hispanic/Latino			1		
Native Hawaiian/Pacific Islander			0		
Two or more Races			0		
White			0		
Data from the CA School Dashboard					

### Analysis & Implications:

The College/Career Indicator (CCI) rate at Motivated Youth Academy increased from 8% in 2022–2023 to 11% in 2023–2024, earning a Level 3 rating on the CA School Dashboard. This reflects modest overall improvement in student preparedness.

Notable gains include students experiencing homelessness (0% to 5%). However, students with disabilities remained at 0%, and several groups—including English learners, foster youth, and Asian students—showed no measurable progress.

Some groups, like white and Hispanic/Latino students, saw declines, and most student subgroups remain at Level 0 or 1, highlighting ongoing equity gaps. Continued targeted support is needed to improve college and career readiness across all groups.

### Behavioral Data

#### Chronic Absenteeism:

LINK to 3 years of disaggregated data:

## Current Trends:

Chronic Absentee Rate - Percent Chronically Absent					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total	19%	16%	15%		
Data from the Dataquest					
Chronic Absentee Rate by Student Group - Percent Chronically Absent					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners	30.0%	36.0%	18.2%		
Long-Term English Learners					
Students with Disabilities	20.3%	17.2%	25.7%		
Socioeconomically Disadvantaged	20.2%	18.3%	15.4%		
Students Experiencing Homelessness	32.1%	20.3%	24.6%		
Foster Youth					
African-American		27.3%	25.0%		
American Indian/Native Alaskan	20.0%	21.4%	12.5%		
Asian					
Filipino					
Hispanic/Latino	17.9%	14.1%	12.6%		
Native Hawaiian/Pacific Islander					
Two or more Races	25.0%	11.1%	28.0%		
White	17.1%	20.3%	15.3%		
Data from the Dataquest					

## Analysis &amp; Implications:







Chronic absenteeism at Motivated Youth Academy has improved, with the overall rate decreasing from 19% in 2021–2022 to 15% in 2023–2024.

Several student groups showed progress, including English Learners (30% → 18.2%), Hispanic/Latino (17.9% → 12.6%), and American Indian/Native Alaskan students (20% → 12.5%). However, some groups, such as Students with Disabilities (20.3% → 25.7%) and Two or More Races (25% → 28.3%), saw increases in absenteeism. While trends are improving overall, disparities remain, indicating a need for targeted attendance interventions.

## Drop-out Rates:

LINK to 3 years of disaggregated data:

## Current Trends:

Dropout Count					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total	0	21	10		
Data from the Dataquest					
Dropout Count by Student Group					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners					
Long-Term English Learners					
Students with Disabilities	0	10	3		
Socioeconomically Disadvantaged	0	19	8		
Students Experiencing Homelessness		6	4		
Foster Youth					
African-American					
American Indian/Native Alaskan					
Asian					
Filipino					
Hispanic/Latino	0	9	4		
Native Hawaiian/Pacific Islander					
Two or more Races					
White	0	7	2		
Data from the Dataquest					

### Analysis & Implications:

The dropout count at Motivated Youth Academy peaked at 21 students in 2022–2023, then decreased to 10 in 2023–2024, showing some improvement but remaining above the zero dropouts recorded in 2021–2022.

The increase in dropouts was largely driven by socioeconomically disadvantaged (19 in 2022–2023), students with disabilities (10 in 2022–2023), and Hispanic/Latino students (9 in 2022–2023). Although numbers declined in 2023–2024 across these groups, they remain elevated. This indicates a need for continued intervention and support to reduce dropouts, particularly among high-need populations.






### Suspension Rates:

LINK to 3 years of disaggregated data:

Current Trends:

Suspension Rate					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total	0.0%	0.0%	0.0%		
Data from the CA School Dashboard					
Suspension Rate by Student Group					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners	0.0%	0.0%	0.0%		
Long-Term English Learners			0.0%		
Students with Disabilities	0.0%	0.0%	0.0%		
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%		
Students Experiencing Homelessness	0.0%	0.0%	0.0%		
Foster Youth					
African-American		0.0%	0.0%		
American Indian/Native Alaskan	0.0%	0.0%	0.0%		
Asian					
Filipino					
Hispanic/Latino	0.0%	0.0%	0.0%		
Native Hawaiian/Pacific Islander					
Two or more Races	0.0%	0.0%	0.0%		
White	0.0%	0.0%	0.0%		
Data from the CA School Dashboard					



Suspension Rate - Indicator Level					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total		5	5		
Data from the CA School Dashboard					
Suspension Rate - Indicator Level by Student Group					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners		0	0		
Long-Term English Learners			0		
Students with Disabilities		5	5		
Socioeconomically Disadvantaged		5	5		
Students Experiencing Homelessness		0	5		
Foster Youth		0	0		
African-American		0	0		
American Indian/Native Alaskan		0	0		
Asian		0	0		
Filipino		0	0		
Hispanic/Latino		5	5		
Native Hawaiian/Pacific Islander		0			
Two or more Races		0	0		
White		5	5		
Data from the CA School Dashboard					

### Analysis & Implications:





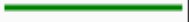





Motivated Youth Academy has maintained a 0% suspension rate from 2021–2022 through 2023–2024 across all student groups, which is a strong indicator of a positive school climate and effective behavior management.

Despite this, the California School Dashboard assigns the school and several subgroups (e.g., students with disabilities, socioeconomically disadvantaged, white, and Hispanic/Latino students) a Level 5, likely due to small sample sizes or past performance. Still, the data reflects consistent and equitable discipline practices with no suspensions reported for any group over three years.

### Expulsion Rates:

LINK to 3 years of disaggregated data:

Current Trends:

Expulsion Count					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
School Total	0	0	0		
Data from the Dataquest					
Expulsion Count by Student Group					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners	0	0	0		
Long-Term English Learners					
Students with Disabilities	0	0	0		
Socioeconomically Disadvantaged	0	0	0		
Students Experiencing Homelessness	0	0	0		
Foster Youth					
African-American		0	0		
American Indian/Native Alaskan	0	0	0		
Asian					
Filipino					
Hispanic/Latino	0	0	0		
Native Hawaiian/Pacific Islander					
Two or more Races	0	0	0		
White	0	0	0		
Data from the Dataquest					

#### Analysis & Implications:

The expulsion data for Motivated Youth Academy shows zero expulsions from 2021–2022 through 2023–2024 across all student groups. The absence of expulsions over multiple years suggests a safe, supportive school environment with equitable discipline policies.

**In addition to the Data Tool, schools can upload local relevant local data, that might include the following:**

**Local Data** (School chooses what data to present and the format for presenting it)

- **Perception Data** (Climate/Culture Surveys)
- **College Board Data** (SAT - Mean Score, AP - #/% Of Test Takers, AP - #/% Of 3 or better)

**Preliminary student-centered continuous improvement goals based on the current data trends, analysis, and implications:**

Improve performance on the Dashboard in these areas due to participation in CSI/DA:

- College and Career Indicator - increase 5% yearly
- Graduation Rate- increase 5% yearly

Meet DASS Alternative Metrics with authorizing district for Charter Renewal:

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- Attendance Rates: >85%
- Graduation Rate: Adult Dropout >85%, Traditional >90%
- Suspension Rate: <5%
- Expulsion Rate: <5%
- Course Completion Rate: >85%
- College/Career Indicators for WIOA Students: Monitor



## Chapter 3: WASC Accreditation Standards

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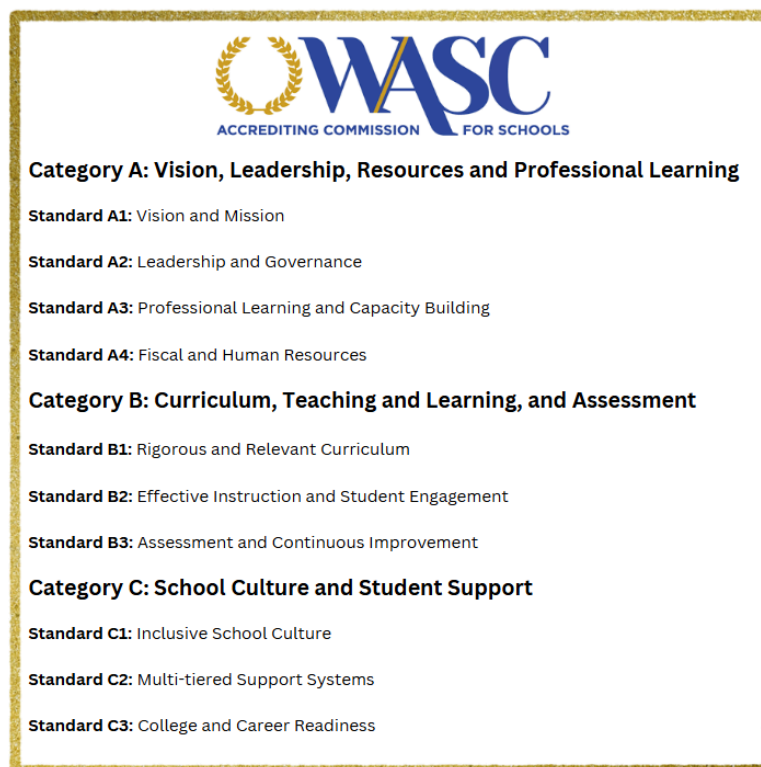
### Purpose

This section presents your school's analysis of the degree to which it meets each of WASC Standards based on your self-study findings. As you evaluate your programs, procedures, and systems against these quality standards, provide specific evidence and examples that demonstrate your level of effectiveness. Your analysis will help your school team identify areas for improvement and give the WASC Visiting Committee insight into your school's strengths and growth opportunities.

### Directions

Review each standard and the accompanying probing questions designed to deepen your discussions and analysis. Collaborate with your team to evaluate how well your organization meets each standard, gather relevant evidence to support your self-evaluation, and provide a concise, evaluative response to each question. Analyze and explain how the evidence supports your findings and response and explain the implementation of the standard impacts student learning and well-being. Detailed rubrics are provided that correspond with each Standard. Schools use the rubrics as part of the self-assessment process for each Standard. School leadership teams are encouraged to organize and guide the school through an in-depth evaluation of the Standards and corresponding rubric ratings. As schools gather and analyze evidence on the Standards, they will identify which rating best describes their current reality and provide evidence to support their determination.

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## Category A: Vision, Leadership, Resources and Professional Learning

**Standard A1. Vision and Mission:** The school demonstrates strong commitment to its vision, mission and goals with a focus on student achievement and family and community engagement.

1. How does the school's vision/mission reflect student needs, current research, and a focus on an inclusive, equity-centered learning environment?
2. How are all educational partners involved in maintaining the school's vision/mission for student achievement?
3. Is the school vision/mission student-centered and focused on academic achievement and student well-being?

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Answer the questions here with links to relevant evidence

1. How does the school's vision/mission reflect student needs, current research, and a focus on an inclusive, equity-centered learning environment?

MY Academy's [mission and vision](#) are intentionally designed to meet the evolving needs of California's independent-study learners by grounding every aspect of the school experience in equity, personalization, and belonging. The mission, which is to create an equitable and individualized learning environment that supports every student and strengthens relationships between all MY Academy Educational Partners, reflects a deep understanding of the diverse academic, social-emotional, and life circumstances of the students the school serves. By emphasizing equity, inclusivity, and academic excellence, MY Academy commits to removing barriers, expanding access, and ensuring that every student is provided the support needed to succeed within an Enriched Virtual Independent Study model.

This mission is strongly aligned with current research on student-centered learning, particularly the framework outlined in [Deeper Competency-Based Learning](#) by Hess, Colby, and Joseph. Their work emphasizes flexible, personalized pathways, multiple demonstrations of mastery, and systems that acknowledge both academic and developmental growth. MY Academy's practices, such as individualized goal setting, 1:1 teacher-student meetings, and multiple ways for students to show understanding, reflect these principles and position students as active participants in their own learning journey. The school's vision to pivot and adapt to meet student needs and interests as they evolve reflects this competency-based philosophy and demonstrates a commitment to continually adjusting instructional practices, pacing, and support structures in response to real and timely student data.

MY Academy's focus on listening, belonging, and elevating student voice is further informed by the next-generation equity research presented in *Street Data* by Safir and Dugan. The school's [core value](#), Feedback Is Critical, aligns with the Street Data model, which prioritizes deep listening, qualitative insight, and co-creation with students and families. MY Academy's culture actively seeks student stories, perspectives, and lived experiences as essential sources of insight. The core value statement All Are Welcome, which emphasizes that everyone has a seat at Motivated Youth Academy and that learning from as many diverse backgrounds as possible, reflects the book's argument that equity is achieved not through top-down structures but through building authentic, trusting relationships that allow educators to see students' assets, identities, and strengths clearly.

The school has strengthened this commitment by engaging in a multi-year professional development partnership with Dr. Jamila Dugan, a national leader in equity-centered coaching, organizational learning, and liberatory school transformation. Through monthly [professional learning sessions](#) for all staff, followed by a second year focused on instructional coaching, MY Academy has deepened staff capacity in culturally responsive practice, ancestry-informed instructional design, and the use of high-quality feedback loops that elevate student and family voice. Dr. Dugan's work emphasizes reflection, relational trust, and the development of identity-safe learning environments, all of which are directly reflected in MY Academy's core values, including We Choose Hope, We Are Servant Leaders, and We Pursue Gratitude.

MY Academy also strives to walk alongside the San Diego County Office of Education in its mission to inspire and lead innovation in education. [SDCOE's North Star goal](#) over the next five years is to reduce poverty and increase belongingness through public education. MY Academy is committed to supporting and contributing to this collective vision. The school invites students, families, and community partners to learn more about MYA's strategic plan and the shared work underway to ensure that every child in San Diego County schools has every opportunity to thrive. This shared alignment further strengthens the school's focus on equity, belonging, and continuous improvement.

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Finally, MY Academy's mission and vision are aligned with countywide frameworks that aim to address systemic inequities in education. MY Academy has adopted principles from the San Diego County Office of Education's [Equity Blueprint for Action](#), which provides research-based guidance for improving outcomes for historically marginalized students. Many MY Academy staff also participate in SDCOE-led training aligned to their roles. This participation strengthens inclusive, research-informed instructional practices. The Blueprint's emphasis on representation, access, and community engagement is reflected in MY Academy's efforts to build belonging, celebrate each student's unique journey, and ensure that learning pathways are accessible, culturally responsive, and academically rigorous.

Through this alignment of mission, vision, core values, county goals, and research-based practice, MY Academy has created a learning environment that is not only inclusive and equity-centered but also adaptive and relational. The school's culture, rooted in celebrating growth, honoring student stories, choosing hope, seeking feedback, and practicing gratitude, ensures that every student is seen, supported, and valued. This intentional design allows MY Academy to meet the needs of today's diverse learners while continuously transforming in response to the changing conditions of the 21st century.

## 2. How are all educational partners involved in maintaining the school's vision/mission for student achievement?

MY Academy actively engages all educational partners in maintaining, reviewing, and strengthening the school's mission and vision for student achievement. The school's commitment to equity, personalization, belonging, and academic excellence is upheld through intentional structures that invite students, families, staff, leadership, the governing board, the authorizer, and community partners into ongoing collaboration. These partnerships ensure that the mission and vision are not static statements but living commitments that guide strategic decision-making, instructional practices, and continuous improvement.

Educational partners participate in reviewing and refining the school's work through a comprehensive cycle of data analysis and shared decision-making. This includes regular examination of the California School Dashboard, with special attention to the requirements outlined in MY Academy's [DASS agreement](#) with its authorizer, Mountain Empire Unified School District. In alignment with state law, MY Academy and its authorizer mutually determine alternative performance metrics that reflect the context and needs of the high-risk students served through independent study. These alternative metrics are designed to be relevant to the school's population, reflective of students' learning pathways, and connected to the broader Dashboard indicators. They serve as an essential component of charter renewal, where the authorizer evaluates both Dashboard performance and the mutually agreed-upon DASS metrics. MY Academy relies on these data points to review progress, guide planning, and adjust actions in ways that remain grounded in the school's mission and vision.

In addition to state and authorizer data, MY Academy incorporates customized school-level data from [PARSEC Education](#), as well as individual student growth information gathered and shared by each Learning Facilitator. These data sources ensure that the school can monitor student progress in real time and adapt supports and services as needed. Insights from student work, attendance patterns, social-emotional indicators, and academic growth are shared across staff teams and with school leadership so that decisions remain rooted in authentic information about student needs.

All educational partners take part in the review and decision-making process through multiple ongoing engagement structures. The [School Site Council](#), [Educational Partner Advisory Committee](#), and the [English Learner Advisory Council](#) meet quarterly to review data, provide recommendations, and offer feedback on school plans, resource allocation, and program effectiveness. Their input plays a direct role in shaping the Local Control and Accountability Plan, the school's strategic goals, and the continuous improvement cycle.

Staff members contribute through monthly two-hour [all-staff meetings](#) that focus on mission-aligned professional learning, equity-based reflection, and strategic review of instructional and operational needs. Department-level teams, including Instruction, Enrollment, Community Programs, and Operations, meet for two hours each week to review data, share updates from students and families, and make adjustments to practices or policies. These ongoing collaborations ensure that every team understands how its work contributes to student achievement and the broader mission of the school.

The governing board supports this work through [monthly board meetings](#), where members review progress on organizational and academic goals, receive updates on schoolwide data, participate in discussions about strategic priorities, and ensure that all actions remain aligned to the mission and vision. MY Academy also maintains consistent

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communication with its authorizer through quarterly check-ins focused on DASS metrics, charter expectations, and continuous improvement priorities. These meetings strengthen transparency and ensure that the school and authorizer remain aligned in expectations, strategy, and student-centered outcomes.

Community partners additionally play an important role in maintaining and strengthening the school's vision for student achievement. Through monthly, bimonthly, or annual check-ins, depending on the partnership, MY Academy collaborates with [agencies](#), support organizations, higher education partners, and [youth service providers](#) that contribute to student wellness, career exploration, and educational opportunity. These relationships help ensure students receive holistic support and that the school remains responsive to community needs and emerging trends that affect young people and their families.

Through these collective structures, MY Academy ensures that its mission and vision are continuously revisited, evaluated, and strengthened. Educational partners share ownership in the work, contribute authentic perspectives, and help ensure that every action taken by the school remains aligned with the goal of supporting equitable access, academic success, and a strong sense of belonging for every student. This collaborative approach creates a dynamic system in which the mission is not only preserved but actively brought to life in service of student achievement.

### 3. Is the school vision/mission student-centered and focused on academic achievement and student well-being?

MY Academy's mission and vision are deeply student-centered, emphasizing both academic achievement and the holistic well-being of every learner. The school creates an equitable and individualized learning environment where students are supported through personalized learning pathways, multiple demonstrations of mastery, and close collaboration with Learning Facilitators. Academic progress is guided by data from the California School Dashboard, DASS alternative metrics, PARSEC Education reports, and individualized student growth measures, allowing the school to adapt instruction and support in real time.

Student well-being is prioritized through a culture of belonging and relational support. The core value All Are Welcome ensures students feel valued, respected, and supported. Feedback mechanisms, School Site Council and committee meetings, departmental collaboration, professional development with Dr. Jamila Dugan, and alignment with SDCOE's Equity Blueprint ensure culturally responsive, identity-safe practices.

All educational partners, including families, staff, the governing board, the authorizer, and community partners, actively participate in reviewing, refining, and pivoting strategies to meet student needs. This collective approach ensures that MY Academy's mission and vision guide both academic success and the personal growth of every student.

### **Rubric and Rationale Directions for A1. Vision and Mission**

Based on the evidence and findings from your responses to the questions above related to Standard A1: Vision and Mission, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<b>Standard A1: Vision and Mission</b>			
<i>The school team demonstrates strong commitment to its vision, mission and goals with a focus on student achievement and family and community engagement.</i>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>



<p><b>Clear Vision and Mission:</b> The school team embraces and implements a research-based, inclusive vision focused on access, equity, and the belief in every student's success.</p> <p><b>Collaborative Goal Setting:</b> Systems are in place to involve all educational partners in shaping and improving the school's vision, purpose, and goals.</p> <p><b>Communication:</b> Ongoing and regularly reviewed communication strategies ensure everyone understands and supports the school's focus on academic success and student well-being.</p>	<p><b>Focused Vision and Mission:</b> The school team has a clear, research-based vision centered on equity, inclusion, and supporting most students' success.</p> <p><b>Collaborative Goal Setting:</b> Systems engage most educational partners in shaping and refining the school's vision, purpose, and goals.</p> <p><b>Clear Communication:</b> Effective strategies ensure most of the school community understands the school's focus on student achievement and well-being.</p>	<p><b>Limited Vision and Equity:</b> The school's vision partially addresses student needs and inconsistently applies research-based practices, equity, and inclusion.</p> <p><b>Limited Collaboration:</b> Few processes involve educational partners in shaping and improving the school's vision, mission, and goals.</p> <p><b>Limited Communication:</b> Limited communication focuses on the school's vision, with little emphasis on student achievement and well-being.</p>	<p><b>Lack of Inclusive Vision:</b> The school's vision does not reflect a belief in the success of all students.</p> <p><b>Minimal Collaboration:</b> There are little to no processes for involving educational partners in shaping the vision, mission, and goals.</p> <p><b>Minimal Communication:</b> Communication about the vision, purpose, and goals is minimal or absent.</p>
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**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy's mission and vision are highly effective, intentionally designed to meet the evolving needs of independent-study learners through a focus on equity, personalization, and belonging. The vision aligns with current research on student-centered and competency-based learning (Hess et al.) and equity practice, informing continuous staff professional development and adoption of the SDCOE Equity Blueprint principles.

The commitment to the mission is maintained through robust partner engagement. Students, families, staff, and the governing board actively participate through the School Site Council, ELAC, and departmental meetings, where they review data from the California Dashboard, DASS metrics, and PARSEC reports. This collaborative, data-informed process ensures all programs and resources are continually evaluated and adjusted. The school's mission is deeply student-centered, guiding both academic achievement and holistic well-being, creating an inclusive, identity-safe learning environment.



**Standard A2: Leadership and Governance:** The organizational structure, leadership, and governance are clearly defined to support effective decision-making that enhances student learning and overall organizational success.

1. To help guide the work of the school, analyze how school leadership, district staff, and the governing board collaborate to focus the school's efforts and provide support for improving student achievement and well-being?
2. To improve student outcomes and organizational effectiveness, analyze what processes are in place to promote data-informed, collaborative decision-making and ensure accountability among leadership and staff?
3. How does leadership and governance impact student success and well-being?

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Answer the questions here with links to relevant evidence

1. To help guide the work of the school, analyze how school leadership, district staff, and the governing board collaborate to focus the school's efforts and provide support for improving student achievement and well-being?

At MY Academy, school leadership, school staff, and the governing board collaborate closely to focus the school's efforts and provide support for improving both student achievement and well-being. The Director serves as the primary line of communication with the Board and acts as the conduit for information from all school staff. The Assistant Director, Operations and Program Manager, and Client Services Manager participate by preparing and presenting topics for monthly Board meetings, ensuring that the Board receives timely and relevant information on both operational and academic matters. This structure allows the Board to make informed decisions while remaining in compliance with the Brown Act, California's open meeting law.

All communications that involve more than one Board member occur in accordance with the Brown Act. Individual consultations between a single Board member and the Director are permitted for clarification, information sharing, or advice, but no decisions or commitments are made outside of publicly noticed meetings. This ensures transparency, prevents serial communications, and maintains public trust.

Throughout the year, the Director and school leadership present both informational updates and action items to the Board. Informational topics include [school highlights](#), enrollment updates, legislative updates, financial and crisis communication plans, student achievement data, special education reviews, and [Local Control and Accountability Plan \(LCAP\)](#) engagement summaries. Action items include personnel reports, financial reports, audits, strategic staffing plans, approval of contracts and memoranda of understanding, lease agreements, and budget adoption. By providing comprehensive and timely information, the leadership team ensures the Board can make decisions that align with the school's mission, vision, and strategic priorities for student success.

The collaborative process also includes advance planning and communication with anyone presenting to the Board. The Director ensures that all presenters are prepared and aware of expectations, while the Assistant Director monitors communications to maintain continuity and consistency. The Director also engages in quarterly or as-needed check-ins with the Authorizing Superintendent from Mountain Empire Unified School District to review school progress and maintain alignment with district expectations. Additionally, the Director and the Client Services Manager from the back office provider, Charter Impact, hold a separate weekly meeting to review [financial reports](#) and ensure accurate and timely reporting for the Board and educational partners.

Through these structures, school leadership, district staff, and the governing Board work together to focus attention on student outcomes, ensure accountability, and provide the guidance and support needed for both academic achievement and student well-being. This collaboration balances careful adherence to transparency laws with proactive communication, enabling the school to adapt, pivot, and continuously improve in response to student needs.

2. To improve student outcomes and organizational effectiveness, analyze what processes are in place to promote data-informed, collaborative decision-making and ensure accountability among leadership and staff?

MY Academy has established structured processes to promote data-informed, collaborative decision-making and ensure accountability among leadership and staff. The Director and Assistant Director meet weekly to review data related to the school's alternative metrics with the authorizing district. These metrics include:

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- Attendance Rates: >85%
- Graduation Rate: Adult Dropout >85%, Traditional >90%
- Suspension Rate: <5%
- Expulsion Rate: <5%
- Course Completion Rate: >85%
- College/Career Indicators for WIOA Students: Monitor

In addition to these alternative metrics, leadership reviews data from the [California State Dashboard](#). Because of the school's small size, Dashboard data is reported only for the Low Socioeconomic and Hispanic student groups. More actionable and granular data comes from multiple sources, including the custom MY Academy platform created by PARSEC Education, ELPAC examinations, initial and summative local assessments administered through Edmentum's Exact Path platform, student transcripts, progress reports, and student work samples.

Student voice is central to decision-making. MY Academy analyzes monthly "[Pulse Checks](#)" completed by students using the Parsec Real engagement platform. Students can provide feedback via video, audio, or text, and the platform organizes and summarizes responses in real time. This information is used to guide instructional decisions, improve school practices, and enhance student learning and well-being.

Collaborative review occurs at multiple levels throughout the school. Staff hold weekly meetings from 10:00 a.m. to 12:00 p.m. on Mondays. The first Monday of each Learning Period (LP) is dedicated to a whole-staff meeting, with time set aside to review data for information, discussion, and determining next steps. The subsequent three Mondays are organized into meetings by department: Instruction, Enrollment, Community Programs, and Operations. The Special Education team also meets weekly for 30 minutes to review relevant data. During these meetings, staff conduct root cause analysis to identify successful practices and areas for improvement. Results are shared with the School Site Council, Educational Partner Advisory Committees, the English Learner Advisory Committee, and other educational partners as appropriate.

Leadership level collaboration further strengthens accountability and student support. The Director has weekly meetings with the Special Education Program Manager to review supports for Students with Disabilities and with the Community Programs Manager to review supports for all students, including those in the Low Socioeconomic student group and students identified as Foster Youth. The Assistant Director meets regularly with the EL Coordinator to review the supports in place for [English Learners](#). These ongoing leadership meetings ensure that targeted student groups receive timely, equity-focused interventions and that programmatic decisions remain aligned with student needs.

The most important review occurs weekly in one-on-one meetings between Learning Facilitators and students. Student feedback is compared to each student's MY PLAN (Motivated Youth Personal Learning Adventure Now) and used to revise goals and supports as interests and abilities evolve. This ongoing, flexible process ensures that instructional decisions are student-centered, engagement remains high, and interventions are responsive to individual needs.

Through these structured and collaborative processes, MY Academy ensures accountability, aligns leadership and staff actions with student needs, and maintains a continuous cycle of improvement that supports both academic achievement and student well-being.

### 3. How does leadership and governance impact student success and well-being?

Leadership and governance at MY Academy directly shape student success and well-being by creating a culture of accountability, collaboration, and continuous improvement. Effective leadership ensures that decisions are grounded in data and informed by the needs of students, which allows the school to respond quickly and appropriately to both academic and [social-emotional needs](#). Governance structures, policies, and oversight provide the framework for consistent, transparent decision-making, promoting trust among staff, students, families, and the broader community.

By establishing clear priorities and maintaining a focus on student learning and engagement, leadership fosters an environment where educators are supported and empowered to implement high-quality instruction and personalized interventions. Governance practices ensure that resources, policies, and strategic initiatives align with the school's mission, enabling staff to deliver equitable and meaningful educational experiences. This alignment reinforces a shared vision that places student growth, equity, and well-being at the center of all decisions.

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Leadership and governance also enhance organizational effectiveness by promoting collaboration and shared responsibility. Structures for regular review of student progress, program effectiveness, and school performance encourage reflection and continuous adaptation. This emphasis on monitoring outcomes and evaluating practices supports timely adjustments that improve academic achievement and personal development, while maintaining a consistent focus on equity and inclusion.

Importantly, leadership and governance cultivate a culture in which [student voice and feedback](#) are valued, ensuring that decision-making is responsive to the lived experiences of students. By modeling ethical conduct, clear communication, and accountability, leaders create a safe and supportive learning environment that reinforces student engagement, resilience, and motivation. Governance practices reinforce this culture by providing oversight, strategic guidance, and policy frameworks that ensure all aspects of the school work cohesively to support positive outcomes.

Overall, leadership and governance impact student success and well-being by establishing the conditions for effective teaching, equitable access to resources, and continuous improvement. Their influence ensures that the school operates with clarity of purpose, maintains high standards, and remains responsive to student needs, creating an environment where students can thrive academically, socially, and emotionally.

### **Rubric and Rationale Directions for A2. Leadership and Governance**

Based on the evidence and findings from your responses to the questions above related to Standard A2: Leadership and Governance, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<b>Standard A2: Leadership and Governance</b> <i>The organizational structure, leadership, and governance are clearly defined to support effective decision-making that enhances student learning and overall organizational success.</i>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<p><b>Aligned Purpose:</b> The school's purpose aligns with and supports the governing board's goals, prioritizing student success and well-being through data-driven decisions.</p> <p><b>Leadership:</b> The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementation of goals.</p> <p><b>Impact and Results:</b> The school's leadership, faculty, staff and parent/community analyze data to determine student needs, select and implement aligned strategies and monitor results and impact on student learning to support continuous improvement.</p> <p><b>Shared Understanding:</b> The entire school community understands the roles of the governing board and leadership in improving student outcomes and success.</p>	<p><b>Aligned Purpose:</b> The school's purpose aligns with governing board goals, emphasizing student achievement and well-being through data-driven decisions.</p> <p><b>Leadership:</b> The school leadership and staff demonstrate shared decision-making and responsibility for actions and accountability for implementation of goals.</p> <p><b>Impact and Results:</b> The school's leadership, many faculty, staff and parent/community analyze data to determine student needs, and implement aligned strategies and monitor results and impact on student learning.</p> <p><b>Partial Understanding:</b> Most of the school community understands leadership and governing board's roles in guiding the school's work.</p>	<p><b>Unaligned Purpose and Limited Data Use:</b> The school's purpose lacks full alignment with governing board goals and has limited focus on data-informed decision-making for student achievement and well-being.</p> <p><b>Leadership:</b> The school leadership and staff demonstrate shared decision-making and responsibility for actions and implementation of goals.</p> <p><b>Results:</b> The school's leadership, some faculty, and staff analyze data to determine student needs, select and implement aligned strategies and monitor results.</p> <p><b>Limited Community Understanding:</b> The school community has a limited understanding of leadership and the governing board's roles in guiding the school's work.</p>	<p><b>Inconsistent Purpose and Lack of Data Use:</b> The school's purpose is not aligned with governing board goals, and data-informed decision-making is minimal or nonexistent.</p> <p><b>Leadership:</b> The school leadership and staff demonstrate shared decision-making but there is little evidence of responsibility for actions and implementation of goals.</p> <p><b>Limited Results:</b> The school's leadership, faculty, and staff analyze data to determine student needs. Few strategies are aligned to needs with little monitoring of results.</p> <p><b>Little or No Community Awareness:</b> The school community has little understanding of leadership and the</p>

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			governing board's roles in guiding the school's work.
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**In 150 words or less, include a rationale statement explaining why you chose that rating:**

Leadership and governance at MY Academy are effective, driven by a highly structured and transparent framework that ensures decisions focus on student achievement and well-being. The Director serves as the primary liaison, providing the Governing Board with comprehensive, timely information—including student data, LCAP updates, and financial reports—to facilitate mission-aligned decision-making while strictly adhering to the Brown Act.

Accountability is ensured through data-informed processes at all levels. Leadership conducts weekly reviews of alternative metrics, and staff meetings use data from multiple sources, including the PARSEC student engagement platform, for root cause analysis and continuous improvement. Crucially, the school integrates student voice via "Pulse Checks" to guide instruction and interventions. This collaborative structure creates a culture of accountability and student-centered practice, directly supporting positive academic and social-emotional outcomes.

**Standard A3: Professional Learning and Capacity Building:** School leaders hire qualified staff and provide ongoing professional development to ensure high-quality leadership, teaching, and learning for students and educators.

1. How does the school identify the professional development needs of its staff to strengthen teaching and learning?
2. Analyze how the school implements and evaluates professional development for teachers to ensure it directly supports school goals and enhances student success?
3. How are coaching and professional development evaluated to measure their impact on student learning outcomes?

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Answer the questions here with links to relevant evidence

1. How does the school identify the professional development needs of its staff to strengthen teaching and learning?

MY Academy ensures that all staff are highly qualified and meet state credentialing requirements. New teachers participate in a structured onboarding program that introduces them to the school's competency-based model, social-emotional supports, and professional learning protocols. Additionally, new staff are paired with experienced mentors and cluster leads, providing guidance and support during their first year to ensure they are prepared to deliver high-quality instruction aligned to schoolwide learner outcomes.

Building on this foundation, MY Academy uses a comprehensive, data-informed process to identify ongoing professional development needs. PD is mapped out annually with opportunities for quarterly adjustments based on student and staff data. Each year, the school analyzes [LCAP survey](#) results from teachers, students, parents, and educational partners across all clusters. Leaders also conduct ongoing analysis of [DASS alternative metrics](#), disaggregated by schoolwide and cluster trends, to identify areas where additional training or support is needed. Lead Teachers and cluster leads play a key role in interpreting this data and supporting staff in applying insights to strengthen instruction and improve student outcomes.

The school's partnership with [Dr. Jamila Dugan](#) further supports this work through professional learning focused on radical dreaming, amplifying student voice, and empowering educators to meet the diverse needs of their students. Staff engage in activities such as [Kiva Panels](#), feedback surveys, and weekly meetings to listen deeply to students and families. These insights directly inform professional learning priorities. Additionally, MY Academy's focus on Competency-Based Learning, including the creation of individualized MY PLANs for every student and demonstration of learning through the Capstone project, helps identify instructional areas where teachers may benefit from targeted support to continue improving student outcomes.

MY Academy's professional development is intentionally responsive to the emerging needs of students and families. When staff identified growing concerns around student exposure to drugs and alcohol, the school quickly integrated targeted learning into its PD plan. During the annual kickoff two years ago, MY Academy brought in Rocky Herron, the Drug and Alcohol Awareness Ambassador from the San Diego County Office of Education, to deliver training on current drug trends and prevention strategies. Since then, Rocky has become a regular presenter at [cluster-based school events](#), ensuring that [staff, students, and families receive timely, relevant education](#) that directly supports student well-being and safety.

Another example of MY Academy's responsive approach to professional development is the creation of the [Pregnant and Parenting Workgroup](#). When staff recognized an increasing number of students who were pregnant or parenting and in need of additional support, the school quickly mobilized to build staff capacity in this area. The workgroup now provides ongoing training, resources, and collaboration opportunities to ensure educators are equipped to meet the academic and social-emotional needs of this student population.

2. Analyze how the school implements and evaluates professional development for teachers to ensure it directly supports school goals and enhances student success?

Professional development at MY Academy is intentionally designed to align with schoolwide goals and the needs highlighted through data analysis. PD is delivered through monthly whole-staff learning sessions, cluster-based sessions, individualized coaching cycles, and partnerships with external experts such as Dr. Dugan. School leaders monitor DASS alternative metrics and other internal indicators on a monthly basis to identify emerging needs and ensure PD remains responsive and relevant.

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Implementation is continually evaluated through multiple feedback loops, including monthly staff and student surveys, observational and coaching data through [Targeted Feedback](#), and review of progress toward schoolwide goals. PD topics and structures are adjusted throughout the year based on what the data reveals, ensuring that professional learning remains tightly connected to improving instructional practice and student success. This cycle of implementing, monitoring, and refining allows MY Academy to maintain a professional learning system that is dynamic and directly tied to student outcomes.

In response to the emotional and mental health needs of both students and staff, and in pursuit of equity, MY Academy implemented [The Cook Center for Human Connection](#), a comprehensive mental health support system available to all students, educational partners, and staff. Additionally, ongoing professional development initiatives have equipped staff with the necessary skills to support students comprehensively. These efforts, including cultural awareness training and increased interaction with students, have fostered a safer learning environment, leading to maintenance of attendance goals and decreased chronic absenteeism. MY Academy partners with [Creating Opportunities in Preventing and Eliminating Suicide \(COPES\)](#) from the San Diego County Office of Education to provide support on mental health, suicide prevention, awareness, and postvention.

As part of the ongoing commitment to student success, MY Academy staff actively engage in professional development focusing on addressing the social-emotional needs of students and understanding their diverse backgrounds and communities. MYA's flex-based learning environment enables teachers to deliver contemporary, culturally relevant, and standards-aligned instruction, supported by weekly staff workshops where best practices are shared across core subject areas. Through partnerships such as the [Possibility Project](#), MY Academy offers students opportunities to earn their high school diploma while gaining valuable career insights and support services such as career counseling and job search assistance.

Furthermore, the dedication to student well-being extends beyond academics, with MY Academy staff providing access to wrap-around resources including food, housing, health services, and social-emotional support. MY Academy participates in initiatives such as the San Diego District Attorney's Handle With Care program and Project Safe, further demonstrating the commitment to student welfare. Looking ahead, MYA is committed to building upon these successes by maintaining a focus on providing comprehensive student support and monitoring to ensure continued progress towards achieving the school's goals. MYA continues to focus on reducing chronic absenteeism rates, attributing this success to the efforts of the staff in nurturing meaningful relationships with students and educational partners, and delivering engaging and relevant curricula.

### 3. How are coaching and professional development evaluated to measure their impact on student learning outcomes?

MY Academy evaluates the impact of coaching and professional development through a combination of quantitative and qualitative measures. Leaders monitor trends in DASS alternative metrics, such as student engagement, credit completion, [progress toward graduation](#), and performance on competency-based assessments, to assess whether instructional improvements are translating into improved student outcomes. These trends are shared with staff during staff meetings to review and reflect.

Coaching cycles include action mapping, observation, and reflection components that allow teachers to measure their growth over time. Coaches and teachers analyze student work, competency data, and MY PLAN progress to determine whether changes in instructional practice are yielding higher levels of student mastery. Feedback from staff and students, collected through monthly surveys, weekly check-ins, and cluster meetings, provides additional insight into how PD and coaching are influencing the learning experience. Together, these measures create a clear picture of the effectiveness of professional learning and its direct impact on student growth, engagement, and achievement.

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### **Rubric and Rationale Directions for A3. Professional Learning and Capacity Building**

Based on the evidence and findings from your responses to the questions above related to Standard A3: Professional Learning and Capacity Building, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

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**Standard A3: Professional Learning and Capacity Building**

*School leaders hire qualified staff and provide ongoing professional development to ensure high-quality leadership, teaching, and learning for students and educators.*

<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<p><b>Supervision and Growth:</b> The school team prioritizes and supports staff growth and monitors how professional development enhances teaching and impacts student learning.</p> <p><b>Data-Driven Professional Development:</b> Professional development is systematically planned and implemented using student performance data, needs, and research to promote continuous improvement.</p>	<p><b>Supervision and Growth:</b> The school team supports staff development and is developing ways to monitor the impact of professional development on teaching and learning.</p> <p><b>Professional Development:</b> The school team is building a data-driven approach to improve student learning through aligned professional development goals.</p>	<p><b>Limited Supervision and Growth:</b> The school team has inadequate processes to support staff growth and rarely tracks the impact of professional development on teaching and learning.</p> <p><b>Unstructured Professional Development:</b> The school team lacks a systematic, data-driven approach to planning and implementing professional development.</p>	<p><b>Inconsistent Supervision and Growth:</b> The school team implements few procedures to determine professional learning goals with little monitoring of their impact on teaching practices and student learning.</p> <p><b>Unstructured Professional Development:</b> The school team has little or no focus on data-driven professional development to support continuous improvement goals.</p>

**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy demonstrates effectiveness in supporting staff development through a responsive, data-driven professional learning system aligned with school goals. The school consistently uses LCAP surveys, DASS alternative metrics, and feedback from students, families, and staff to identify emerging needs and shape professional development priorities. Coaching cycles, monthly PD sessions, and partnerships with experts such as Dr. Jamila Dugan ensure educators receive targeted support connected to competency-based learning and student voice. MYA's responsiveness is evident in initiatives such as drug and alcohol awareness training with SDCOE and the creation of the Pregnant and Parenting Workgroup. The school regularly monitors the impact of PD through surveys, MY PLAN data, student work, and progress on key metrics. This ongoing cycle of implementation, evaluation, and refinement has built staff capacity, strengthened instructional practice, and contributed to improved student engagement, safety, and academic progress—demonstrating clear alignment with the effective level of performance.

**Standard A4: Fiscal and Human Resources:** Fiscal and human resources are strategically allocated to maintain financial stability and enhance the development, implementation, and improvement of programs and services.

1. How does the school decide where to focus its resources and staff to support its goals and strengthen programs?
2. How does the school manage its budget while improving student programs and services?

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Answer the questions here with links to relevant evidence

1. How does the school decide where to focus its resources and staff to support its goals and strengthen programs?

At MY Academy, decisions about where to focus resources and staff are guided by strategic leadership, governance, and a commitment to student-centered outcomes. Leadership and governance provide the framework for aligning financial, operational, and instructional priorities with the school's mission, ensuring that resources strengthen programs, support equity, and promote both academic and social-emotional growth. By grounding decisions in data and informed insights, MY Academy can respond effectively to student needs while maintaining organizational focus and accountability.

The leadership team works closely with Charter Impact, a back-office provider approved by the Board of Directors, to manage budgeting, forecasting, and financial oversight. Back-office expertise provides accurate and actionable information, ensuring that funding, staffing, and program investments align with both short- and long-term goals, including maintaining fiscal health, supporting academic achievement, and fostering student well-being. The school also closely monitors projected LCFF revenues, one-time funding sources, and attendance trends in California's declining student-age population. Governance structures reinforce these decisions by providing oversight, strategic guidance, and policy frameworks that ensure resources are directed where they will have the greatest impact. Leadership and governance regularly evaluate program effectiveness and student outcomes, allowing MY Academy to continuously strengthen programs and interventions.

Student voice and feedback are central to decision-making, ensuring that resource allocation reflects the actual needs and experiences of the school community. By fostering collaboration among staff, leadership ensures that instructional, social-emotional, and support services are deployed strategically to maximize engagement and learning outcomes. Governance and leadership together cultivate an adaptive, equitable, and responsive environment, enabling staff to implement high-quality instruction and meaningful programs effectively.

MY Academy has consistently demonstrated fiscal responsibility through clean audits and balanced budgets. The school maintains sound financial management and provides regular financial reporting to its authorizers, including budgets, interim reports, and independent audits. These legal requirements ensure that financial health and organizational management are integral to MY Academy's ability to operate and maintain its authorization, reinforcing the connection between responsible resource management and student success.

Through these coordinated leadership and governance practices, MY Academy ensures that resources, staffing, and programs are consistently aligned with the school's mission and priorities. This integrated approach strengthens programs, supports educators, and promotes student achievement, equity, and well-being.

2. How does the school manage its budget while improving student programs and services?

At MY Academy, decisions about where to focus resources and staff are guided by a combination of strategic leadership, governance, and a commitment to student-centered outcomes. Leadership and governance provide the framework for aligning financial, operational, and instructional priorities with the school's mission, ensuring that resource allocation strengthens programs, supports equity, and promotes both academic and social-emotional growth. By grounding decisions in data and informed insights, MY Academy can respond effectively to student needs while maintaining organizational focus and accountability. Leadership and governance regularly evaluate program effectiveness and student outcomes, allowing the school to continuously strengthen programs and interventions.

The leadership team works closely with the team at Charter Impact, one of the back-office providers approved by the Board of Directors, to manage budgeting, forecasting, and financial oversight. This collaboration includes weekly



meetings between the Director and the Client Service Manager from Charter Impact to review the budget in real time, ensuring that financial information is current and actionable. Back-office expertise provides accurate insights that help align funding, staffing, and program investments with both short- and long-term goals, including maintaining fiscal health, supporting academic achievement, and fostering student well-being. The school carefully monitors projected LCFF revenues, one-time funding sources, and attendance projections to plan strategically in the context of California's declining student-age population. Governance structures reinforce these decisions by providing oversight, strategic guidance, and policy frameworks that ensure resources are directed where they will have the greatest impact.

Student voice and feedback are central to decision-making, ensuring that resource allocation reflects the actual needs and experiences of the school community. By fostering collaboration among staff, leadership ensures that instructional, social-emotional, and support services are deployed strategically to maximize engagement and learning outcomes. Governance and leadership together cultivate an adaptive, equitable, and responsive environment, enabling staff to implement high-quality instruction and meaningful programs effectively.

MY Academy manages its budget through multiple checks and balances designed to maintain accountability and support student programs. Expenditure requisitions are submitted through Kintone, a customizable no-code platform that centralizes financial data and allows staff to track expenses and monitor budgets without programming expertise. Each submission includes the appropriate general ledger code and, when applicable, the corresponding LCAP goal. Instructional-related expenses are reviewed by the Assistant Director, while operational expenses are routed to the Operations and Programs Manager. After these initial approvals, the Director provides final review and approval before transmitting the requests to Charter Impact for processing through accounts payable. Payroll data is submitted by the Operations and Programs Manager to Charter Impact for issuance. The Board of Directors reviews a check register of all transactions at monthly meetings to maintain oversight and transparency.

MY Academy has consistently demonstrated fiscal responsibility through clean audits and balanced budgets. The school maintains sound financial management and provides regular financial reporting to its authorizers, including budgets, interim reports, and independent audits. Legal requirements and best practices ensure that financial health and organizational management are integral to MY Academy's ability to operate and maintain its authorization, reinforcing the connection between responsible resource management and student success. Through coordinated leadership, governance, and robust financial oversight, MY Academy ensures that resources, staffing, and programs are consistently aligned with the school's mission, strengthening programs, supporting educators, and promoting student achievement, equity, and well-being.

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#### **Rubric and Rationale Directions for A4. Fiscal and Human Resources**

Based on the evidence and findings from your responses to the questions above related to Standard A4: Fiscal and Human Resources, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<b>Standard A4: Fiscal and Human Resources</b>			
<i>Fiscal and human resources are strategically allocated to maintain financial stability and enhance the development, implementation, and improvement of programs and services.</i>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>

<p><b>Resource Use:</b> Human, material, and financial resources are sufficient and effectively support student success.</p> <p><b>Focused Collaborative Resource Planning:</b> School leaders, teachers, and staff allocate resources based on student needs and school goals.</p> <p><b>Transparent Financial Practices:</b> Clear processes ensure timely budgeting, audits, and financial management.</p> <p><b>Consistent Policy Implementation:</b> Policies and procedures for adopting and maintaining instructional materials and equipment are clear and consistently followed.</p>	<p><b>Resource Use:</b> Most human, material, and financial resources are sufficient and appropriately support student success.</p> <p><b>Collaborative Resource Planning:</b> Leadership and many staff members allocate resources based on student needs and school goals.</p> <p><b>Transparent Financial Management:</b> Most processes ensure proper budgeting, audits, and financial practices.</p> <p><b>Efficient Policy Adherence:</b> Policies and procedures for instructional materials and equipment are clear and followed efficiently by most staff.</p>	<p><b>Resource Use:</b> Resources are available but not consistently utilized to support student success.</p> <p><b>Some Collaborative Planning:</b> Leadership, teachers, and staff provide input, but resources are insufficiently aligned with school goals or student needs.</p> <p><b>Inconsistent Financial Practices:</b> Budgeting and accounting procedures exist but lack clarity, transparency, and consistency.</p> <p><b>Unclear Policy Implementation:</b> Policies and procedures for instructional materials and equipment are in place but not well understood or consistently applied.</p>	<p><b>Inadequate Resource Management:</b> Resources are insufficient or poorly managed, with minimal focus on student success.</p> <p><b>Limited Collaborative Planning:</b> Leaders, teachers, and staff have little involvement in planning, leading to decisions that overlook school goals and student needs.</p> <p><b>Limited Financial Practices:</b> Budgeting and accounting practices are unclear.</p> <p><b>Inefficient Policy Implementation:</b> Policies and procedures for instructional materials and equipment are unclear, poorly applied, or missing, causing inefficiencies and shortages.</p>
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**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy's management of fiscal and human resources is highly effective, driven by strategic planning and a commitment to student-centered outcomes. Collaborative resource planning is ensured through weekly financial reviews between the Director and Charter Impact, and monthly Board oversight, ensuring resources support equity and program goals. The school maintains fiscal health through sound and transparent financial practices, consistently achieving clean audits and balanced budgets, with regular reporting provided to authorizers.

Policy adherence and efficient resource use are managed through structured systems. Staff utilize the Kintone platform for expenditure requisitions, which integrates general ledger codes and LCAP goals, promoting accountability. Expenditures are reviewed by instructional and operational leadership before final Director approval. This integrated system ensures that most human, material, and financial resources are sufficiently and appropriately applied to strengthen programs, maintain financial stability, and enhance student success and well-being.

## Standard B: Curriculum, Teaching and Learning, and Assessment

**Standard B1: Rigorous and Relevant Curriculum:** School leadership, in collaboration with the district, develops and implements a rigorous, relevant and research-based curriculum that helps all students prepare for college and career choices..

1. How does the school team design and implement curriculum, instruction, and assessment in ways that minimize barriers to learning while providing multiple pathways for all learners to succeed?
2. Analyze how the school ensures that all students, regardless of background or ability, have equal access to curriculum resources that engage them in meaningful academic tasks, discussions, and opportunities to demonstrate their knowledge and skills?
3. Looking at your responses to questions 1 and 2, what is the impact on student achievement and well-being?

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Answer the questions here with links to relevant evidence

1. How does the school team design and implement curriculum, instruction, and assessment in ways that minimize barriers to learning while providing multiple pathways for all learners to succeed?

MY Academy's educational team designs and implements curriculum, instruction, and assessment through an individualized and inclusive approach that prioritizes student agency and access. Each student develops a [MY PLAN](#), a personalized planning document that captures [students' interests](#), radical dreams, abilities, learning styles, and [academic goals](#). Learning Facilitators and staff utilize these MY PLANS to align instruction to each student's needs, increasing engagement, self-advocacy, and ownership of learning.

Collaboration is an essential component of instructional design at MY Academy. Staff meet regularly during Monday staff meetings, IEP meetings, and cluster meetings to review student progress, share [instructional strategies](#), and ensure alignment across programs. Education Specialists collaborate with general education Learning Facilitators to ensure appropriate accommodations and supports are in place and barriers are removed for students with IEPs. School counselors and Instructional Support Assistants further enhance this process by addressing students' academic, emotional, and [career-related needs](#) through individualized and small-group interventions.

Students engage with a wide array of learning platforms and programs to meet academic standards and individualized goals outlined in their MY PLANS. These include [Headrush](#), Diffit, CommonLit, Ducksters, Edmentum, Khan Academy, Epic Books, Freckle, IXL, and [other credible online resources](#). The use of a diverse range of tools reflects MYA's commitment to a [student-led curriculum](#), where barriers are reduced and learners have choices and flexibility in how they engage with and [master content](#).

Instruction at MY Academy is dynamic and responsive to student input. Students are encouraged to identify their preferred learning modalities, and instruction is adapted accordingly. [Project-Based Learning \(PBL\)](#), [emphasizes hands-on, real-world applications](#) to academic content. Lessons incorporate multimedia tools such as YouTube videos, Google Docs collaboration, group discussions, [Capstone Projects](#), daily live sessions, and in-person meetups, including educational field trips. Weekly Monday homerooms and content workgroups further ensure alignment across grade levels and subjects, fostering a cohesive and supportive academic environment.

Assessment and progress monitoring are ongoing and embedded throughout instruction. Staff evaluate learning through weekly student check-ins, IEP goal monitoring, diagnostic assessments, formal assessments, CAASPP testing, and performance within Headrush and Edmentum. Students demonstrate understanding through live problem-solving, project completion, and engagement in discussions. Communication methods are differentiated, via text, email, phone calls, in-person meetings, or translator apps, to ensure accessibility for every learner. Students also utilize rubrics and conduct self-assessments, promoting accountability, critical thinking, and awareness of their educational growth.

2. Analyze how the school ensures that all students, regardless of background or ability, have equal access to curriculum resources that engage them in meaningful academic tasks, discussions, and opportunities to demonstrate their knowledge and skills?

Revised 1.28.25

Ensuring equitable access to curriculum resources is central to MY Academy's mission. The school proactively removes barriers to learning by integrating language supports, technology access, and differentiated instruction into all facets of teaching and learning. Tools such as DuoLingo, Rosetta Stone, and CK-12 are incorporated to support English language development and bilingual fluency, while Chromebooks and internet hotspots are provided to eliminate technological barriers. Collaborative grouping across rosters enables targeted language support, allowing students to learn alongside peers who share linguistic backgrounds and academic goals.

A diverse range of instructional platforms supports accessibility and engagement. Diffit provides materials translated into multiple languages; Edmentum includes text-to-speech features; and CommonLit offers natural-sounding audio options to improve comprehension. Epic Books supports early literacy through animated read-aloud stories, while IXL, Education.com, and Freckle (via Clever) deliver standards-based and differentiated practice across all grade levels. ChatGPT is used to enhance translation accuracy and nuance, surpassing the capabilities of traditional translation tools. MY Academy promotes access to local libraries' bilingual collection, supporting literacy growth and cultural inclusion.

Interactive discussions and collaboration are promoted through Monday workgroups. Students engage in discussions based on [topics they are passionate about](#), which helps drive motivation and authentic language use. Activities include designing comic books, student-to-student tutoring (focused on language practice), English and Spanish language practice groups (both virtual and in-person), and cooking projects that incorporate language learning. Technology tools such as Quizlet (for vocabulary games in both English and students' native languages), Online Jeopardy, and Kahoot are regularly used to make learning interactive and engaging.

Student knowledge and growth are demonstrated through a variety of ongoing assessments, including projects, quizzes, [reflections](#) (written and oral), and presentations. Assessment methods are flexible and often student-driven; students help design their own assessment criteria using self-generated rubrics and guiding questions. Other assessment tools include capstone projects, book creator projects, Mastery Tests, Post Tests, End of Semester tests, and teacher-led, hands-on evaluations. This variety allows students to demonstrate mastery in ways that align with their language proficiency, learning styles, and academic strengths.

### 3. Looking at your responses to questions 1 and 2, what is the impact on student achievement and well-being?

The instructional design and equitable access practices at MY Academy have had a measurable positive impact on both student achievement and well-being. Students exhibit stronger self-confidence and accountability as they take ownership of their learning through individualized pathways. The program's flexibility allows learners to complete courses at their own pace, reducing stress and promoting autonomy.

Personalized interactions between students and Learning Facilitators foster meaningful relationships that support academic persistence and emotional health. Through surveys, students frequently report feeling seen, supported, and valued, an essential factor contributing to their engagement and success. The nurturing environment reduces anxiety and empowers students to manage academic and personal responsibilities more effectively.

As a result, MY Academy observes not only improvements in academic performance and graduation rates but also growth in essential life skills. Students demonstrate enhanced time management, responsibility, social interaction, and problem-solving abilities. These outcomes highlight the school's holistic approach to education, one that cultivates both academic success and emotional resilience, preparing students for lifelong learning and personal growth.

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### **Rubric and Rationale Directions for B1. Rigorous and Relevant Curriculum**

Based on the evidence and findings from your responses to the questions above related to Standard B1: Rigorous and Relevant Curriculum, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

**Standard B1: Rigorous and Relevant Curriculum:**

*School leadership, in collaboration with the district, develops and implements a rigorous, relevant and research-based curriculum that helps all students achieve schoolwide goals/graduate profile.*

Highly Effective	Effective	Somewhat Effective	Ineffective
<p><b>Flexible and Accessible Learning:</b> The school team applies learning principles (such as Universal Design for Learning) to ensure curriculum, instruction, and assessments are adaptable and accessible for all students.</p> <p><b>Differentiated Curriculum:</b> All teachers use diverse strategies and curriculum to meet the unique needs of students, providing multiple resources to learn and succeed.</p> <p><b>Inclusive and Responsive Practices:</b> The entire school fosters an inclusive environment, using responsive teaching to support the academic and social success of all students.</p>	<p><b>Flexible and Accessible Learning:</b> Many educators use learning principles to reduce barriers and make learning accessible for all students.</p> <p><b>Differentiated Curriculum:</b> Many teachers apply varied strategies and curriculum to meet diverse student needs and promote success.</p> <p><b>Inclusive Support:</b> Responsive and inclusive practices help most students thrive academically and socially.</p>	<p><b>Limited Access:</b> Some teachers use some learning principles to design flexible and accessible learning experiences.</p> <p><b>Inconsistent Differentiation:</b> Some teachers implement limited strategies and curriculum to address diverse student needs, restricting engagement and understanding.</p> <p><b>Inconsistent Inclusivity:</b> Curriculum and teaching practices are not responsive or inclusive, limiting support for students.</p>	<p><b>Rigid Learning Design:</b> Limited if any use of learning principles leads to a rigid curriculum and barriers to learning for many students.</p> <p><b>Undifferentiated Curriculum:</b> Few teachers address diverse student needs, limiting pathways for success.</p> <p><b>Lack of Inclusivity:</b> Curriculum and teaching practices fail to support students from diverse backgrounds and abilities.</p>

**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy demonstrates a Highly Effective level of implementation for Standard B1: Rigorous and Relevant Curriculum. Evidence shows that curriculum, instruction, and assessment are intentionally designed using flexible, inclusive principles that minimize learning barriers for all students. MYPLANS provide individualized, research-based pathways aligned to each student's goals, interests, and learning styles, ensuring high engagement and relevance. Learning Facilitators, Education Specialists, and other instructional staff, collaborate consistently across Monday meetings, IEPs, cluster meetings, and counselor partnerships to align supports, accommodations, and interventions. Students have equitable access to a wide range of rigorous learning platforms, including Edmentum, Headrush, Diffit, CommonLit, and bilingual resources, that allow for differentiation and multiple means of demonstrating learning. Project-based learning, multimedia tools, academic discussions, and hands-on assessments ensure responsiveness to diverse needs. Ongoing progress monitoring, rubrics, and one-on-one instructional relationships further support academic growth, autonomy, and well-being. Collectively, these structures ensure multiple pathways to success for all learners.



**Standard B2:** Effective Instruction and Student Engagement: Instructional approaches support differentiated learning opportunities, ensuring success and inclusivity for all students.

1. Analyze how the school team provides flexible learning environments and multiple pathways for student success?
2. How effectively does the school team increase student engagement and encourage students to be active, responsible participants in their own learning?
3. In what ways are instructional practices innovative, include the use of technology, extend beyond the classroom and help students succeed?

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Answer the questions here with links to relevant evidence

1. Analyze how the school team provides flexible learning environments and multiple pathways for student success?

The school team provides flexible learning environments and multiple pathways for student success by focusing on personalized, student-centered methods that address diverse needs and learning styles.

For example, a student passionate about expanding her knowledge of music appreciation was given the opportunity, through collaboration with her Learning Facilitator, to explore various aspects of music. She studied music history and theory while refining her guitar skills and [composing an original song](#). This combination of academic study and hands-on creative work highlights the school's dedication to flexibility, allowing students to follow their passions and demonstrate learning competencies through multiple means.

In addition to flexible course content, MY Academy offers flexible scheduling and credit recovery options to ensure that students with unique responsibilities, such as work or family obligations, can access learning opportunities that fit their circumstances. This flexibility is demonstrated by the school's willingness to meet students at times that accommodate their needs—for example, a [student and Learning Facilitator meeting from 5:00–6:00 p.m.](#) on a Tuesday. Meetings also occur throughout the community in diverse settings, including libraries, parks, and [community centers](#), further supporting accessibility and engagement.

MY Academy applies Universal Design for Learning (UDL) principles to create accessible and effective learning experiences for all students. UDL provides a framework for offering multiple means of representation, engagement, and expression, addressing the *what* and *how* of learning. Through varied instructional methods such as videos, hands-on activities, text-to-speech tools, and manipulatives, Learning Facilitators address diverse learning needs, preferences, and strengths. For example, a student with an interest in Culinary Arts demonstrated mastery by preparing a meal for his family, applying his skills in a real-world setting. This reflects the school's commitment to UDL by providing multiple ways for students to engage, represent, and express their learning.

Students at MY Academy can demonstrate mastery through project-based learning, oral presentations, [traditional assessments](#), [documentary summaries](#), [hands-on activities](#), or creative projects such as [culinary demonstration videos](#). These assignments exemplify the school's commitment to flexibility, inclusion, and student empowerment, ensuring that students can demonstrate understanding in ways that align with their individual strengths and interests.

MY Academy also supports advanced learners through dual enrollment opportunities at community colleges. Students can take [college-level courses](#) while still in high school, gaining early exposure to higher education and earning both high school and college credit. This flexibility allows students to accelerate their learning, build academic confidence, and prepare for post-secondary success, ensuring that all students are challenged appropriately while strengthening foundational skills.

In summary, MY Academy creates a supportive environment that promotes student success by offering flexible scheduling, differentiated instruction, multiple ways to demonstrate mastery and competency, and a variety of accessible learning locations. This inclusive approach ensures that all students have the opportunity to thrive in ways that reflect their strengths, goals, and personal circumstances.

2. How effectively does the school team increase student engagement and encourage students to be active, responsible participants in their own learning?

Revised 1.28.25

MY Academy's team effectively increases student engagement and fosters student agency through personalized support, real-world connections, and flexible instructional strategies that empower students to take ownership of their learning.

A [key example](#) of this approach is the school's focus on developing students' time management and organizational skills. For students needing additional support in this area, Learning Facilitators provide direct instruction on tools such as Google Calendar, teaching students how to schedule study sessions, set recurring reminders, and link to-do lists or notes using integrated applications like Google Keep and Google Tasks. These strategies help students manage responsibilities effectively and promote independence, accountability, and self-regulation.

The school also enhances engagement by designing customized assignments that reflect individual student interests. For instance, a student passionate about storm chasing completed a [tailored Diffit assignment](#) combining video, text, and analytical questions. This personalized learning experience allowed the student to share expertise with peers, positioning him as a knowledge leader in his class. Similarly, a project-based learning opportunity involving [hands-on mechanical work to modify a UTV](#) enabled another student to apply technical skills in a real-world context while developing critical thinking and communication through multimedia presentations.

Student voice and choice are emphasized across content areas. One student in a visual arts course used self-designed action figures to [replicate and analyze a famous painting](#), combining creativity with analytical thinking. Another student who recently returned from Colombia incorporated his lived experiences into a World History project, culminating in an [oral presentation at a local Colombian restaurant](#). These culturally responsive and experiential learning opportunities foster deeper understanding and authentic engagement.

MY Academy also extends learning beyond traditional settings to build community and collaboration. For example, the South Cluster's family event at the [Japanese Friendship Garden](#) allowed students and families to explore cultural traditions while connecting with educators and peers. By including multiple staff roles in the event, the school fostered a shared learning experience that strengthened relationships and cultivated a sense of belonging.

In summary, MY Academy effectively increases engagement by integrating personal interests, cultural relevance, and real-world experiences into learning. Students are encouraged to take initiative, reflect critically, and contribute meaningfully to their education. As a result, the school continues to see positive trends in key indicators such as course grades, assignment submission rates, attendance, and course completion. These metrics are regularly monitored by Learning Facilitators, enabling timely interventions, personalized feedback, and data-driven instructional adjustments that sustain high levels of engagement.

3. In what ways are instructional practices innovative, include the use of technology, extend beyond the classroom and help students succeed?

Instructional practices at MY Academy are intentionally designed to be innovative, student-centered, and adaptable, integrating technology, real-world experiences, and personal interests to foster deep, meaningful learning. These practices build student independence, creativity, and confidence, equipping learners with academic and life skills that extend beyond the classroom.

Innovation is demonstrated through the school's flexible instructional model, which adapts to students' evolving needs and contexts. For example, a student who had been disengaged reconnected with learning while visiting family in Utah by completing a hands-on project titled ["Documenting the Spacer Installation Process."](#) This real-world application of academic skills reignited his interest and demonstrated the school's ability to meet students where they are, both geographically and developmentally, through personalized, authentic learning opportunities.

Technology plays a central role in instructional innovation. For instance, one student's [Capstone Project](#) utilized multimedia tools to craft a personal narrative about his aspirations, strengthening his digital literacy and communication skills. Similarly, another student's [digital portfolio on the Oregon Trail](#) showcased his ability to integrate research, reflection, and design using Google tools, ChatGPT, and multimedia platforms. By incorporating visuals, feedback, and self-assessment, Ryan demonstrated ownership of learning and built essential 21st-century competencies.

Revised 1.28.25

Interdisciplinary, student-driven projects further illustrate MY Academy's innovative approach. A student with a strong interest in music [composed original pieces](#), learned to play guitar, and connected her work to math and language arts standards. This experience allowed her to earn credit while pursuing her passion, making learning both relevant and motivating.

In mathematics, tools like [Desmos](#) and [CK-12](#) support conceptual understanding through interactive and adaptive experiences. Desmos helps students visualize and analyze abstract concepts. For instance, one student deepened her understanding of [non-linear motion graphs](#) through a Desmos activity that sparked independent problem-solving in financial algebra. CK-12's [adaptive features](#), including Flexi, provide real-time feedback and language-switching options for English Learners, ensuring equitable access to rigorous instruction.

Collaborative learning is another characteristic of MY Academy's innovation. A group of students developed a [Collaborative Climate Change Timeline](#), synthesizing research and building a shared digital resource that has continued to grow as peers contribute. Inspired by this, another pair of students created a [History Timeline](#) project, dividing research and reviewing each other's entries in a jigsaw model that encouraged peer feedback and reflection.

Creative and civic engagement are also integral to instruction. Students contributed artwork to the [Global Roots Community Mural](#) displayed at the Ross Park Zoo in Binghamton, New York. By painting and tracking tiles digitally, they experienced the value of collaboration and cultural representation.

Hands-on, curiosity-driven learning is also encouraged in science. One middle school student became deeply invested in [understanding electricity](#). Using Play-Doh to build circuits and tools like a multimeter, he explored concepts over several days, both in school and at home, demonstrating a newfound enthusiasm for learning. His progress was visible not only in hands-on work, but also in discussions and drawings that reflected his growing understanding.

Learning at MY Academy frequently extends beyond the classroom through Meet-Ups that connect students, families, and Learning Facilitators. At a [Hispanic Cultural Celebration](#), students and families experienced traditional Mexican folk dance, dress, and music while engaging in art activities. This event allowed students of Hispanic descent to celebrate and share their heritage, reinforcing a sense of inclusion, community, and pride.

Across all examples, MY Academy's instructional practices reflect a commitment to innovation, personalization, and purposeful technology use. By empowering students to explore their interests, connect learning to authentic experiences, and develop real-world skills, the school cultivates academic success and personal growth, both within and beyond the classroom.

### **Rubric and Rationale Directions for B2. Effective Instruction and Student Engagement**

Based on the evidence and findings from your responses to the questions above related to Standard B2: Effective Instruction and Student Engagement, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<b>Standard B2: Effective Instruction and Student Engagement:</b> <i>Instructional approaches support differentiated learning opportunities, ensuring success and inclusivity for all students of differing backgrounds and abilities.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective



<p><b>Equitable and Engaging Learning:</b> All teachers use diverse strategies, resources, and technology to create engaging and equitable environments that support real-world problem-solving.</p> <p><b>Active and Real-World Engagement:</b> All students participate in meaningful learning experiences inside and outside the classroom, preparing for college and careers.</p> <p><b>Student-Centered Learning:</b> All teachers prioritize student voice, encouraging agency, ownership, strategic thinking, and problem-solving.</p> <p><b>Inclusive and Growth-Oriented Teaching:</b> All teachers focus teaching on equity, inclusivity, and use of digital tools to support academic and personal growth for all students so they are more resourceful, strategic, and reflective.</p>	<p><b>Equitable Learning Strategies:</b> Many teachers use diverse strategies, resources, and technology to create engaging and equitable environments that promote real-world problem-solving.</p> <p><b>Active and Real-World Engagement:</b> Many students are actively involved in learning, with some opportunities extending beyond the classroom to prepare for college and careers.</p> <p><b>Student – Centered Learning:</b> Many teachers encourage student participation, fostering ownership, decision-making, and problem-solving skills.</p> <p><b>Inclusive Teaching Practices:</b> Many teachers focus on equity, inclusivity, and use of digital tools to support the academic and personal growth and resourcefulness of students.</p>	<p><b>Limited Learning Strategies:</b> Some teachers use a narrow range of methods and resources, resulting in inconsistent student engagement and minimal real-world problem-solving.</p> <p><b>Variable Student Engagement:</b> Engagement varies, with some opportunities for learning beyond the classroom or preparation for college and careers.</p> <p><b>Minimal Student Involvement:</b> Teachers encourage student participation in limited contexts, leading to few students actively participating in their learning.</p> <p><b>Inconsistent Inclusivity:</b> Teaching methods sporadically emphasize inclusivity, equity, and digital tools, providing uneven support for academic and personal growth.</p>	<p><b>Few Equity-Centered Strategies:</b> Few teachers use differentiation, technology, or real-world problem-solving to create equitable learning environments.</p> <p><b>Inconsistent Student Engagement:</b> Engagement varies, with few opportunities for learning beyond the classroom.</p> <p><b>Lack of Student Voice:</b> Students have little involvement in their learning or decision-making, as teachers rarely prioritize student agency.</p> <p><b>Limited Focus on Inclusivity:</b> Instructional methods lack emphasis on inclusivity and equity, limiting supportive learning experiences.</p>
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**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy is overall categorized as Highly Effective for Standard B2, demonstrating a strong commitment to student-centered learning, inclusivity, and equity. Teachers consistently employ culturally responsive, differentiated instructional approaches, utilizing various digital tools to ensure success for all students. The foundation of MYA's practice includes active student voice, providing meaningful feedback, and designing engaging learning activities focused on inquiry and real-world problem-solving, such as projects, presentations, and simulations. Although universal student involvement in "Active and Real World engagement" means this area is categorized as Effective, MYA's instructional practices, including offering personalized learning through authentic tasks and fostering strong student relationships, collectively reflect a strong commitment to relevance, ownership, and student success.

**Standard B3:** Assessment and Continuous Improvement: Comprehensive and diverse assessments measure student progress, guide instructional adjustments, and inform organizational planning and continuous school improvement efforts.

1. Analyze how qualitative and quantitative student performance data are collected, what methods are used to analyze them, and how the results are applied to drive meaningful improvement.
2. Evaluate how teachers utilize measurable and observable assessments to monitor student progress, identify trends or gaps, and adjust their instructional strategies accordingly.
3. Examine how the school team designs and implements opportunities for students to develop and showcase deeper learning competencies, such as communication and presentation skills, confidence in college and career readiness, and social-emotional growth in areas like perseverance, creative problem-solving, and maintaining a growth mindset to increase achievement and success.

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Answer the questions here with links to relevant evidence

1. Analyze how qualitative and quantitative student performance data are collected, what methods are used to analyze them, and how the results are applied to drive meaningful improvement.

Motivated Youth Academy collects both qualitative and quantitative student performance data through a comprehensive and multifaceted assessment system. All students participate in [Diagnostic Exams](#) in Math, Reading, and Language Arts at the beginning and end of each school year, utilizing tools such as Exact Path and Freckle. These diagnostics serve as benchmarks to measure academic growth, identify skill gaps, and determine areas of mastery.

In many cases, data reveals underlying gaps that have contributed to students' academic frustration or disengagement. For example, one student initially believed he was "just dumb" (in his words) and had given up on math. After identifying his specific learning gaps, the Learning Facilitator designed a personalized curriculum and pacing schedule that rebuilt his confidence and strengthened his skills. Today, the student is successfully completing a basic Algebra course and has shown notable improvement in all subjects, as well as in his overall well-being.

In addition to standardized diagnostics, Khan Academy, IXL, and Freckle assessments include embedded skill checks that provide continuous data on student progress. These tools allow Learning Facilitators to monitor understanding at the unit and lesson level and make immediate instructional adjustments based on actionable feedback.

Weekly [teacher-student meetings](#) serve as the backbone of MY Academy's qualitative assessment process. During one-on-one and group sessions, Learning Facilitators gain insight into students' learning behaviors, attitudes, and challenges, providing a holistic understanding of progress beyond test scores. For instance, one [group of students](#) meets weekly to read novels, collaborate on planting and construction projects, and build lasting friendships. This sense of community fosters academic and social growth.

Teachers also use [standards-aligned rubrics](#) to evaluate competencies and assignments across disciplines, ensuring consistent grading while generating performance data aligned to learning targets. Students contribute to this process through self-assessment activities, offering qualitative reflections on their progress, strengths, and areas for improvement.

2. Evaluate how teachers utilize measurable and observable assessments to monitor student progress, identify trends or gaps, and adjust their instructional strategies accordingly.

Learning Facilitators analyze student performance data using both digital tools and collaborative professional practices. Platforms such as Exact Path automatically generate reports, mastery charts, and progress trends that help identify learning gaps, accelerated areas, and content requiring review or enrichment. These data points allow educators to identify learning gaps or accelerated areas, prioritize targeted review or enrichment, and compare beginning-of-year and end-of-year progress.

During collaborative professional development sessions, teachers review data across clusters and grade levels to identify common challenges or effective strategies. Weekly student meetings provide another layer of analysis,

allowing educators to observe engagement and reflect on academic and social-emotional progress through the [MY PLAN](#) framework.

For example, a Learning Facilitator discovered that a student's math diagnostic performance did not reflect his true ability, he had been relying on a calculator. Through a one-on-one reassessment session, the teacher was able to design a new math plan focused on foundational multiplication and division skills, which led to measurable improvement. Similarly, qualitative insights often emerge through student preferences, such as one student's success in improving after switching from typing to [handwriting assignments](#).

Weekly Workgroups offer additional opportunities for student and staff collaboration across subjects such as math, reading, science, social studies, VAPA, ELD, and career building. These sessions allow students to engage with peers beyond their assigned rosters and give Learning Facilitators the chance to share feedback and observations. For example, one student thrived in these collaborative settings and co-created a [comic book project](#) with peers from other rosters, showcasing creativity and communication growth.

For English Learners, Learning Facilitators review Rosetta Stone usage [reports](#) to track progress, determine areas for targeted support, and plan enrichment activities that promote ongoing language development.

3. Examine how the school team designs and implements opportunities for students to develop and showcase deeper learning competencies, such as communication and presentation skills, confidence in college and career readiness, and social-emotional growth in areas like perseverance, creative problem-solving, and maintaining a growth mindset to increase achievement and success.

Assessment results are not merely recorded, they are directly applied to instructional planning and student growth. The development of each student's MY PLAN reflects MY Academy's individualized approach, integrating diagnostic data, personal goals, and teacher observations into a dynamic learning roadmap. These plans are continually updated to reflect new assessment results and self-reflection, guiding academic and social-emotional development.

Learning Facilitators use MY PLAN data to set realistic academic goals, select appropriate curriculum materials, and scaffold instruction. When data reveals gaps, facilitators can immediately implement interventions or enrichment activities. School leaders also review aggregate data to inform decisions related to curriculum adoption, professional development, and program improvement. For instance, if data indicates a trend in low reading comprehension scores, targeted literacy groups or supplemental resources are implemented.

MY Academy fosters deeper learning competencies through project-based experiences that build communication, creativity, resilience, and problem-solving skills.

### **Communication and Presentation Skills**

Students regularly engage in [presentations](#) throughout the year to strengthen confidence and public speaking abilities. [Capstone Projects](#), for example, require students to conduct research, apply cross-curricular knowledge, and present findings to peers and staff.

### **College and Career Readiness**

Career readiness is cultivated through partnerships and workshops such as the [Palomar College Job Fair](#) and ongoing [FAFSA Workshops](#). Staff and student leaders have been trained to use [Cal Jobs](#), integrating career tools directly into student MY PLANs.

### **Social-Emotional Learning (SEL)**

Programs such as [BC2M Club](#) help students develop empathy, self-regulation, and perseverance. Weekly workshops provide leadership opportunities and peer collaboration that nurture growth mindset behaviors.

### **Creative Problem-Solving and Global Awareness**

Through initiatives like the [Possibility Project](#), students tackle real-world issues and design innovative solutions, often

culminating in formal presentations. MY Academy's inclusion of multilingual learners, including recent Afghan students, demonstrates its commitment to equitable, culturally responsive learning. The addition of bilingual instructional assistants further supports individualized instruction and inclusion.

### **Growth Mindset and Perseverance**

Each MY PLAN includes personal growth goals such as communication, creativity, and emotional regulation. Students revisit these throughout the year, reflecting on their progress and applying lessons to new challenges.

MY Academy's approach to assessment is dynamic, student-centered, and intentionally aligned with continuous improvement. By combining quantitative diagnostics, formative assessments, qualitative observations, and individualized MY PLANs, the school ensures that instruction is informed by meaningful data. At the same time, emphasis on social-emotional development and deeper learning competencies prepares students for success in school, college, career, and life.

### **Rubric and Rationale Directions for B3. Assessment and Continuous Improvement**

Based on the evidence and findings from your responses to the questions above related to Standard B3: Assessment and Continuous Improvement, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<b>Standard B3: Assessment and Continuous Improvement</b> <i>Comprehensive and diverse assessments measure student progress, guide instructional adjustments, and inform organizational planning and continuous school improvement efforts.</i>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<p><b>Equitable Assessments:</b> School leaders and teachers use fair assessments to gather, analyze, and share both qualitative and quantitative student performance data with educational partners.</p> <p><b>Progress Monitoring:</b> All teachers track every student's progress toward academic standards, readiness for college and careers, and school goals.</p> <p><b>Timely Feedback:</b> All teachers provide specific, prompt feedback to guide students in achieving their learning goals.</p> <p><b>Data-Driven Improvement:</b> All teachers use qualitative and quantitative assessment results to refine teaching and adjust curriculum, ensuring equitable opportunities for growth.</p> <p><b>Holistic Student Development:</b> Students build strong communication, readiness for college and careers, and social-emotional skills to succeed in life.</p>	<p><b>Equitable Assessments:</b> Most school leaders and teachers use fair assessments to collect, analyze, and share student performance data.</p> <p><b>Progress Monitoring:</b> Most teachers monitor student progress toward academic standards, readiness for college and careers and school goals.</p> <p><b>Timely Feedback:</b> Most teachers provide specific and prompt feedback to support students in achieving their goals.</p> <p><b>Data-Driven Refinements:</b> Most teachers use assessment results to refine teaching methods and curriculum, to better ensure equitable opportunities for growth.</p> <p><b>Holistic Skill Development:</b> Many students cultivate strong communication, career readiness, and social-emotional skills, such as perseverance and problem-solving, to prepare for future success.</p>	<p><b>Limited Assessment Practices:</b> School leaders and teachers use a narrow range of assessments with some fairness and minimal involvement of educational partners.</p> <p><b>Inconsistent Progress Monitoring:</b> Teachers monitor student progress toward standards and goals, but their efforts are uneven and incomplete.</p> <p><b>Consistent Feedback:</b> Feedback to students is sometimes timely and helpful but does not consistently support learning goals.</p> <p><b>Inconsistent Data Use:</b> Assessment data is used inconsistently to inform teaching and curriculum adjustments.</p> <p><b>Basic Skill Development:</b> Some students develop fundamental communication, career readiness, and social-emotional skills, but limited opportunities for deeper learning..</p>	<p><b>Little Use of Assessments:</b> Few instructional staff consistently use assessment measures to collect, analyze, and report student performance data..</p> <p><b>Limited Progress Monitoring:</b> Few teachers monitor student growth and progress toward standards, college and career readiness and school goals.</p> <p><b>Infrequent Feedback:</b> Few teachers provide timely, specific, and descriptive feedback to support student learning.</p> <p><b>Inconsistent Data-Driven Adjustments:</b> Few teachers use assessment analysis to inform and adapt instructional strategies and curriculum.</p> <p><b>Basic Skill Development:</b> Few students develop key communication, career readiness, and social-emotional skills, with few if any opportunities for deeper learning.</p>

**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy effectively utilizes a range of equitable assessments to measure student progress and support instructional decision-making. Teachers regularly monitor student achievement toward academic standards, college and career readiness, and individualized goals. Feedback is timely and specific, helping students understand their progress and take ownership of their learning.

While Motivated Youth Academy meets the criteria for an Effective rating, MYA recognizes the need to strengthen data-driven analysis practices. Currently, teachers use assessment results to refine instruction and curriculum, but MYA is working to build more consistent, collaborative systems for interpreting data and using it to drive schoolwide planning. MYA is finding ways to more consistently share assessment data with students and families to promote transparency and collaboration. Additionally, Motivated Youth Academy continues to support students in developing holistic skills, including communication, perseverance, and problem-solving, to ensure they are prepared for future success. Strengthening data practices will further enhance equitable growth for all learners.

## **Standard C: School Culture and Student Support**

**Standard C1: Inclusive School Culture:** The entire school community demonstrates a collaborative culture in an atmosphere of trust, belonging, respect, inclusivity, and equity to support student achievement and well-being.

1. How does the school foster a culture of trust, belonging, respect, and high expectations for all?
2. What strategies are employed to encourage family and community involvement?
3. How does the school develop a collaborative, equity-centered learning environment to support the needs of all students?
4. How does the collaborative and inclusive school culture impact student success and well-being?

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Answer the questions here with links to relevant evidence

1. How does the school foster a culture of trust, belonging, respect, and high expectations for all?

Motivated Youth Academy fosters a culture of trust, belonging, respect, and high expectations by centering relationships and community across all aspects of its educational model. Trust is built and strengthened through [weekly one-on-one meetings between students and their Learning Facilitators](#), who provide academic, social, and emotional guidance. During these meetings, Learning Facilitators review each student's academic progress, discuss goals, and connect them with appropriate staff to support their college, career, and personal needs.

MY Academy's culture of connection extends beyond individual meetings. Meet-Ups, Workshops, Webinars, and Homerooms provide students with ongoing opportunities to engage with peers and staff in meaningful, interest-based ways. Meet-Ups often include visits to college campuses, [open houses](#), or enrichment experiences such as [museum visits](#) and graduation cap decorating events. Workshops and webinars feature guest speakers from community organizations and public agencies, including Job Corps and local law enforcement, offering insight into career pathways, financial aid, and purpose-driven learning. All sessions are open to both students and families, ensuring equitable access to information and support. The [graduation ceremony](#) itself is another example of fostering a culture of trust, belonging, respect, and high expectations. Students are encouraged to invite their family and friends and are given a rose to give to a special person that has helped them along the way.

Homerooms serve as a foundation of connection at MY Academy, held virtually to help students bond around shared interests and topics. This format fosters belonging by creating a space for students to collaborate and express themselves in a supportive community.

MY Academy celebrates diversity and linguistic inclusion by ensuring information is available in multiple languages and by connecting students with bilingual staff who can support communication. This intentional approach helps families feel seen and heard, reinforcing the school's commitment to inclusion and equity.



Finally, high expectations are established from the moment students enroll. Each student begins in college-preparatory courses, positioning them on a pathway toward postsecondary success. MY Academy's personalized approach ensures that each student's schedule and academic plan keeps as many future opportunities open as possible.

## 2. What strategies are employed to encourage family and community involvement?

As required by MY Academy's Local Control and Accountability Plan (LCAP) and foundational to its overarching mission, strong family and community engagement is prioritized. The school employs multiple strategies to ensure ongoing, accessible communication with all educational partners.

Weekly newsletters—such as [Together Tuesday](#), [Workforce Wednesday](#), and [Thursday Thoughts](#)—are shared with students and families to highlight upcoming events, resources, and school updates. These newsletters also promote Workforce Wednesday webinars, a monthly series hosted by the school's counselors and often featuring guest speakers from community organizations. Topics have included "[Normalizing Community College](#)," "[Helping Students Find Their Purpose](#)," "[Financial Aid](#) and FAFSA," "[College Applications](#)," and "CTE/[Apprenticeships](#)." MY Academy has even partnered with the FBI to present sessions on *Advancing Women in Law Enforcement*.

[Social media](#) platforms extend this communication, celebrating student success, sharing opportunities, and maintaining an open, engaging channel between the school and its community.

MY Academy's Community Program Specialists (CPSs) play an integral role in connecting students and families with local resources. CPSs regularly collaborate with Learning Facilitators and counselors to ensure that each student has access to support services relevant to their specific needs. This collaborative network ensures that students and families receive timely and culturally responsive assistance.

MYA also organizes [school wide events](#) that allow for staff to be present in the community, and students and families to gather. Events like this help foster a positive school culture.

## 3. How does the school develop a collaborative, equity-centered learning environment to support the needs of all students?

Although MY Academy operates primarily as a virtual school, it maintains a highly personal and community-based approach. Learning Facilitators meet in person with students once a week in public community spaces, fostering face-to-face relationships that are essential for trust and personalization. Parents are encouraged to attend these meetings, where progress and goals are discussed collaboratively.

When specific academic or social-emotional needs arise, Learning Facilitators connect students with the appropriate support services—such as School Counselors, School Psychologists, Case Managers, Community Program Specialists, or Instructional Assistants. For example, students may complete a [School Counselor Referral Form](#) when more specialized guidance is required.

Members of MY Academy's support team, including School Counselors, Psychologists, Instructional Assistants, and CPSs, also visit Homerooms and student meetings periodically. These appearances humanize the virtual experience by allowing students to meet the broader school team face-to-face, building familiarity and trust. Contact information for these staff members is always made available to students and families, ensuring open communication and access to assistance when needed.

This collaborative model allows MY Academy to maintain a student-centered and equity-driven environment that prioritizes the whole learner, academically, socially, and emotionally.

## 4. How does the collaborative and inclusive school culture impact student success and well-being?

MY Academy's inclusive school culture is rooted in understanding that students come from diverse backgrounds, experiences, and stages of life. The school serves traditional high school students pursuing college pathways, as well as students who have struggled in traditional settings, including those experiencing homelessness, involvement with

foster care or the juvenile justice system, or other personal challenges. MY Academy also supports adult learners, newcomer students, and students from tribal communities throughout the four counties MYA serves.

To meet these diverse needs, staff collaborate closely to remove barriers to learning and provide equitable access to education. Professional development opportunities build staff capacity in cultural responsiveness, trauma-informed practice, and community engagement. School Counselors remain up-to-date on topics such as transcripts, college admissions, financial aid, dual enrollment, and CTE pathways, ensuring that every student receives accurate and relevant guidance.

MY Academy's At Promise Pathway, which is aligned with [Education Code Section 51225.2](#), offers students in foster care, students experiencing homelessness, or students facing other significant challenges the opportunity to graduate with the state minimum graduation requirements. This flexible option supports students in earning a diploma and preparing for life beyond high school.

Partnerships with organizations such as [The Possibility Project](#) connect students with Young Adult Career Coaches who help them navigate postsecondary transitions. MY Academy also partners with [One Safe Place](#), providing safe in-person meeting spaces and access to community resources for those experiencing child abuse, sexual assault, domestic violence, hate crime, elder abuse, human trafficking, violent loss, family violence, or other abuse or victimization. Collaboration with local Education Centers, such as the one in Campo, ensures that tribal students receive culturally relevant support within their own communities.

Through these partnerships and supports, MY Academy fosters a culture of compassion, inclusion, and high expectations, empowering students to thrive academically, socially, and personally.

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### **Rubric and Rationale Directions for C1. Inclusive School Culture**

Based on the evidence and findings from your responses to the questions above related to Standard C1: Inclusive School Culture, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<b>Standard C1: Inclusive School Culture</b> <i>The entire school community demonstrates a collaborative culture in an atmosphere of trust, belonging, respect, inclusivity, and equity to support student achievement and well-being.</i>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>

<p><b>Supportive School Culture:</b> All students experience a school environment with high expectations for success, respect for differences, and attention to social-emotional needs.</p> <p><b>Family and Community Engagement:</b> Many parents, families and community partners contribute to school improvement efforts, supported by strategies that promote involvement.</p> <p><b>Collaborative and Inclusive Environment:</b> The entire school community fosters an environment where all students feel valued, supported, and actively participate in learning, promoting mutual respect, collaboration, and equal opportunities for growth.</p>	<p><b>Supportive School Culture:</b> Many students benefit from a school environment with high expectations for success, respect for differences, and social-emotional support.</p> <p><b>Family and Community Engagement:</b> Some parents, families and community partners participate in school improvement, with ongoing school team efforts to increase involvement.</p> <p><b>Collaborative and Inclusive Environment:</b> Most of the school community fosters an environment where students feel valued, supported, and actively participate in learning, promoting mutual respect, collaboration, and equal opportunities for growth for most students.</p>	<p><b>Limited School Culture:</b> Some students experience limited expectations and inconsistent support for their academic growth.</p> <p><b>Minimal Family and Community Engagement:</b> Few parents, families and partners participate in school improvement planning, with some efforts to boost involvement.</p> <p><b>Uneven Collaboration:</b> While the value of collaboration is recognized, inclusion, respect, and fair access to support are not consistently implemented.</p>	<p><b>Inconsistent Supportive Culture:</b> Few students feel the school team acknowledges individual learning differences and social-emotional needs.</p> <p><b>Minimal Engagement:</b> Few parents, families or partners participate in school improvement planning, with little effort to enhance involvement.</p> <p><b>Inequitable Environment:</b> Few students experience an inclusive, equitable environment with adequate access to support.</p>
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**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy meets the Effective level for Standard C1: Inclusive School Culture because the school consistently fosters an environment where students, families, and educational partners feel valued and included. Throughout the year, MYA provides multiple opportunities for engagement by offering events at various times, including evenings and weekdays, to increase accessibility for families. Staff remain mindful of diverse cultural, religious, and personal backgrounds, demonstrating flexibility in scheduling, instructional planning, and participation requirements to ensure all students can engage meaningfully. Communication practices intentionally include both parents and educational partners, with staff proactively responding through the communication method families use most, such as text messaging. While transportation barriers are an area for continued growth, MYA's ongoing efforts to expand outreach reflect a commitment to strengthening family and community involvement. Overall, the school excels in creating a collaborative and inclusive environment where students are supported, respected, and given equitable opportunities to succeed.



**Standard C2: Multi-tiered Support Systems:** Multi-tiered systems of support meet the needs of all students and help ensure a supportive learning environment focused on student access, progress, learning, and success.

1. How does the school team implement multi-tiered systems of support (MTSS) to address the diverse needs of students and ensure access to a supportive learning environment?
2. How does the school team analyze the effectiveness of its MTSS in promoting student progress, learning, and overall success?
3. How does the implementation of MTSS impact the school's goals to meet the diverse needs of students while fostering a supportive learning environment that promotes equitable access, academic progress, and overall student success?

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Answer the questions here with links to relevant evidence

1. How does the school team implement multi-tiered systems of support (MTSS) to address the diverse needs of students and ensure access to a supportive learning environment?

#### Tier 1: Universal Support (Core Instruction for All Students)

MY Academy provides high-quality, standards-aligned instruction that is highly personalized to meet the diverse needs of all students. The instruction ensures flexibility by offering multiple ways for students to engage with material, receive information, and demonstrate mastery based on their unique learning strengths.

Learning Facilitators use a variety of instructional strategies, including [videos](#), [hands-on activities](#), text-to-speech tools, and manipulatives, to accommodate different learning styles. For example, a student interested in Culinary Arts applied academic concepts by [preparing a meal](#) for his family, while others collaborated on a [group cooking project](#). These experiences reflect MY Academy's belief that learning can occur both academically and experientially. Students demonstrate understanding through project-based learning, oral presentations, or traditional assessments, depending on their preferences and goals.

College and Career Counseling are foundational to MY Academy's universal support. Students are initially enrolled in [college-preparatory courses](#), ensuring broad postsecondary options. The School Counselor provides individualized academic and career guidance, as well as monthly webinars that focus on college planning, financial aid, and postsecondary pathways.

Social-Emotional Learning (SEL) is embedded across the program through strong relationships among Learning Facilitators, students, and families. These trusted connections allow facilitators to identify students' needs early and refer them to the appropriate support systems. The Student Support Referral Form ensures that students requiring additional care are connected with the School Counselor, School Psychologist, or Community Program Specialist. Monthly webinars also address mental health topics, emphasizing a preventative and proactive approach to wellness.

#### Tier 2: Targeted Support (Additional Assistance for Some Students)

For students requiring additional academic or behavioral support, MY Academy provides targeted interventions designed to close specific learning or engagement gaps.

- Academic Interventions: Students participate in small-group instruction or one-on-one tutoring sessions that focus on identified areas of need.
- Behavioral Interventions: Students demonstrating at-risk behaviors receive targeted behavioral coaching and restorative support to promote positive outcomes.
- Progress Monitoring: Learning Facilitators use digital platforms and performance data to monitor growth, evaluate intervention effectiveness, and adjust supports as needed.

These Tier 2 strategies ensure that students receive timely, data-informed interventions that promote growth and re-engagement before challenges escalate.

#### Tier 3: Intensive Support (Individualized Support for a Few Students)

Revised 1.28.25

At the most intensive level, MY Academy develops individualized plans to support students with significant academic, behavioral, or emotional challenges.

- Individualized Academic Plans: Created collaboratively among Learning Facilitators, School Counselors, and Case Managers to address persistent learning barriers.
- Intensive Behavioral Support: Provided through one-on-one counseling sessions, restorative approaches, and close coordination among staff.
- Collaboration with External Agencies: MY Academy partners with community agencies and mental health professionals to ensure students and families have access to wraparound services beyond the school's immediate scope.

Through these targeted and individualized interventions, MY Academy ensures that no student's needs go unmet.

2. How does the school team analyze the effectiveness of its MTSS in promoting student progress, learning, and overall success?

MY Academy continuously refines its MTSS framework through data-driven decision-making, staff collaboration, and family engagement.

- Data-Driven Decision Making: Learning Facilitators and administrators regularly collect and analyze student performance data from diagnostic assessments, MY PLAN reflections, and progress monitoring tools. These data points guide instruction, identify trends, and measure the success of interventions.
- Professional Development: Educators receive ongoing training in MTSS principles, trauma-informed instruction, and effective teaching strategies to ensure consistent and equitable implementation.
- Family Engagement: Regular communication through meetings, newsletters, and digital platforms ensures families are active participants in supporting student growth and accessing needed services.
- Technology Integration: MY Academy leverages digital platforms to facilitate instruction, track progress, and enhance communication among students, staff, and families.

This systematic process allows the school to regularly evaluate its support systems, ensuring alignment between instructional practice, intervention delivery, and student outcomes.

3. How does the implementation of MTSS impact the school's goals to meet the diverse needs of students while fostering a supportive learning environment that promotes equitable access, academic progress, and overall student success?

Implementing a robust MTSS framework in MY Academy's personalized hybrid model ensures that every student, regardless of background, circumstance, or learning modality, has access to the support necessary for academic and personal success. While MTSS serves as the structural framework, it is MY Academy's personalized education model that gives it life. Weekly meetings between students and Learning Facilitators, as well as [community-based interactions](#), ensure that support is delivered directly where students are, academically, geographically, and emotionally.

Tier 1 universal supports form the foundation of MY Academy's proactive approach to student success. These include core instruction for all learners, development of individualized [MY PLANs](#), [transcript review spreadsheets](#) to track progress, college meet-ups, and webinars that prepare students for postsecondary opportunities. The framework is grounded in prevention, promoting engagement and empowerment rather than remediation.

MY Academy's guiding philosophy is "My School, My Way", which encapsulates its MTSS approach. By meeting students where they are, honoring their goals, and providing tailored interventions, MY Academy ensures that every learner experiences growth and success on their own terms. Student achievement is measured not only by academic outcomes but also by the confidence, self-efficacy, and resilience students develop through this supportive and responsive educational environment.

**Rubric and Rationale Directions for C2. Multi-tiered Support Systems**

Based on the evidence and findings from your responses to the questions above related to Standard C2: Multi-tiered Support Systems, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<b>Standard C2: Multi-tiered Systems of Support</b> <i>Multi-tiered systems of support meet the needs of all students and help ensure a supportive learning environment focused on student access, progress, learning, and success.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p><b>Comprehensive Student Support:</b> The school team provides academic, social-emotional, and multi-tiered support to help all students succeed and prepare for college and careers.</p> <p><b>Equitable Access:</b> All students with special talents or needs have fair access to support services, activities, and opportunities both at school and in the community.</p> <p><b>Effective Support Strategies:</b> School leaders and all staff use and evaluate personalized supports and alternative teaching methods to meet diverse student needs.</p> <p><b>Student Voice and Agency:</b> All students have opportunities to build confidence, achieve academic success, form connections, and advocate for their learning needs.</p>	<p><b>Early Student Support Implementation:</b> Many school team members understand academic and social-emotional supports, consistent follow-through is still in progress.</p> <p><b>Access for Diverse Needs:</b> Many students with special talents or needs have access to support services, activities, and community opportunities.</p> <p><b>Evaluating Support:</b> School leaders and most staff use personalized supports and teaching methods and are working on assessing their effectiveness.</p> <p><b>Student Voice and Advocacy:</b> Many students have some opportunities to build confidence, forming connections, and learning to advocate for their own learning needs.</p>	<p><b>Limited Understanding of Support:</b> Some school team members have an understanding of the need for academic and social-emotional supports, but inconsistent application reduces their effectiveness.</p> <p><b>Unequal Access to Services:</b> Students with special talents or needs have limited access to support services due to incomplete implementation.</p> <p><b>Minimal Assessment of Strategies:</b> Personalized supports and alternative teaching methods are used by some but rarely evaluated for impact.</p> <p><b>Inconsistent Student Advocacy:</b> Some students have opportunities to build confidence and connections, but opportunities for self-advocacy are limited.</p>	<p><b>Inconsistent Understanding of Support:</b> Few school team members understand how to consistently deliver academic, social-emotional, and multi-tiered supports.</p> <p><b>Inadequate Access for Diverse Needs:</b> Few students with special talents or needs have access to support services and opportunities beyond students with IEPs.</p> <p><b>Unassessed Personalized Strategies:</b> School leaders and staff offer limited personalized support and teaching methods without evaluating their effectiveness.</p> <p><b>Minimal Student Advocacy:</b> Few students have opportunities to build confidence or connect their learning to other personal and community needs.</p>

**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy meets Highly Effective rating for C2: Multi-Tiered Systems of Support because the school implements a comprehensive MTSS framework that supports all students academically and socially/emotionally. Each student has a unique learning style that is accommodated using learner-centered design strategies. This helps ensure equitable access to a supportive learning environment by building strong relationships with Learning Facilitators, community program specialists, counseling staff, and the school psychologist. MY Academy provides students with targeted and intensive academic and behavioral support that is monitored and personalized depending on each student's needs. Commitment to fostering a supportive learning environment and implementation of MTSS allow the school to meet the diverse needs of learners.

**Standard C3: College and Career Readiness:** The school prepares high school students for success after graduation with an emphasis on college and career readiness, integrating experiential and community-engaged learning opportunities to strengthen student agency, engagement, and readiness.

1. How does the school design and implement college and career pathways, experiential learning opportunities, and community-engaged programs to prepare students for success after graduation?
2. Analyze how the school measures and monitors student preparedness for college and career success, including the effectiveness of programs, co-curricular activities, and strategies to enhance student agency and engagement.

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Answer the questions here with links to relevant evidence

1. How does the school design and implement college and career pathways, experiential learning opportunities, and community-engaged programs to prepare students for success after graduation?

Motivated Youth Academy begins preparing students for postsecondary success by fostering student agency and personalized goal-setting. Every student creates a [MY PLAN](#), which serves as a dynamic roadmap for academic progress, career exploration, and personal growth. The MY PLAN helps Learning Facilitators understand each student's learning style, strengths, and aspirations, allowing them to provide targeted guidance and feedback throughout the year. This individualized process strengthens rapport, promotes accountability, and empowers students to take ownership of their learning journey.

Two foundational pillars, the MY PLAN and the [Capstone Project](#), guide MY Academy's approach to experiential learning and community engagement. Capstone Projects are interdisciplinary, student-driven experiences that allow learners to explore career interests through research, reflection, and real-world application. Students receive ongoing feedback as their projects evolve, earning academic credit while deepening their understanding of future pathways.

Beyond formal projects, students are encouraged to integrate everyday experiences and personal passions into academic learning. This flexible structure allows MY Academy to recognize the educational value of lived experiences and to cultivate creativity and critical thinking.

MY Academy expands student opportunity through multiple college and career pathway options, designed to give every learner a clear route toward future goals:

- [Dual Enrollment](#): Available to all high school students, this program allows learners to earn both high school and college credit simultaneously. Dual Enrollment supports academic rigor and career exploration, with students selecting courses that align with transfer requirements, trade preparation, or specific Career Technical Education (CTE) interests.
- [eDynamic CTE Pathways](#): MY Academy offers CTE sequences through eDynamic Learning, where students complete two years (four courses) within a chosen pathway. Upon completion, students may qualify for certification exams or build career portfolios that demonstrate job-ready skills. Pathways include Cybersecurity, Photography, Game Design, Child Development, and EKG/EEG Technology, among others. These experiences help students make informed choices about future careers and contribute to college and career readiness indicators.
- **Counseling and Postsecondary Planning**: MY Academy's School Counselors provide individualized guidance, monthly webinars, and workshops on topics such as college applications, financial aid, and purpose-driven goal setting.
- **Partnerships and Practical Support**: Students receive assistance with [FAFSA completion](#), CalJOBS registration, and résumé building to ensure they are equipped for life after graduation. Partnerships with organizations such as [The Possibility Project](#) extend this support by connecting students with Young Adult Career Coaches who guide them through transition planning and employment preparation.

Through this integrated network of programs, MY Academy ensures that all students, regardless of background or circumstance, have equitable access to pathways leading to college, careers, and lifelong success.

2. Analyze how the school measures and monitors student preparedness for college and career success, including the effectiveness of programs, co-curricular activities, and strategies to enhance student agency and engagement.

MY Academy uses multiple quantitative and qualitative measures to evaluate student preparedness for postsecondary success. College/Career Indicators (CCI) from the California School Dashboard serve as a key accountability metric, reflecting the school's progress in preparing students for college and career pathways.

Additional data sources include:

- CAASPP results in English Language Arts, Mathematics, and Science, which inform instructional planning and identify areas for academic growth.
- [Graduate Surveys](#), administered annually, which collect post-graduation data on students' education and career plans.
- MY PLAN reviews, conducted throughout the year to assess ongoing progress toward personal, academic, and career goals.

These data points collectively help the school identify trends, celebrate successes, and refine supports for future cohorts.

A team composed of an Administrator, School Counselor, and Cluster Leads designs a calendar of monthly MYA events that enhance student engagement and agency. These activities include [college campus visits](#), workforce readiness workshops, and community service projects, each intentionally connected to career and college preparation goals.

Learning Facilitators and School Counselors collaborate closely to guide students through the Dual Enrollment process, ensuring eligibility, proper course selection, and academic success. Performance in Dual Enrollment courses serves as an authentic indicator of college readiness.

eDynamic CTE Pathways are also offered to students with the goal of getting students to be college and career-ready. These pathways help a student explore specific career sectors, while some can even obtain a certification after passing an exam, or create a portfolio of their work. The progress of students participating in Dual Enrollment and/or eDynamic CTE Pathways, is tracked using [this spreadsheet](#).

A major component of college and career readiness at MY Academy involves ensuring that students are equipped with practical tools for the next step in their journey. Students receive individualized support to complete the Free Application for Federal Student Aid (FAFSA) and to register with [CalJOBS](#), an online platform that links education with employment. Through CalJOBS, students gain access to thousands of job listings and internship opportunities, résumé and career planning tools, training programs and apprenticeships, and financial aid and career resources.

Learning Facilitators often integrate these activities directly into coursework, such as career exploration assignments or résumé development projects, allowing students to earn credit while building tangible, marketable skills.

MY Academy continues to strengthen student agency through a cohesive system of reflection, planning, and real-world learning. Students are encouraged to set goals, monitor their own progress through the MY PLAN, and engage in experiential projects that connect learning with purpose. This process builds confidence, critical thinking, and adaptability. These skills are essential for success beyond high school.

MY Academy's approach to college and career readiness is holistic, equitable, and intentionally aligned with student agency. Through a combination of structured programs, such as Dual Enrollment and eDynamic CTE Pathways, and personalized supports like the MY PLAN, Capstone Projects, and financial aid guidance, the school equips students with the academic knowledge, technical skills, and self-awareness needed to thrive in college, career, and life.

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## **Rubric and Rationale Directions for C3. College and Career Readiness**

Revised 1.28.25



Based on the evidence and findings from your responses to the questions above related to Standard C3: College and Career Readiness, review the evaluation rubric below and identify a preliminary rating of effectiveness and a short, summative and evidence based rationale statement that supports your preliminary rating.

<b>Standard C3. College and Career Readiness</b> <i>The school prepares high school students for success after graduation with an emphasis on post-secondary options and career pathway, integrating experiential and community-engaged learning opportunities to strengthen student agency, engagement, and readiness.</i>			
<b>Highly Effective</b>	<b>Effective</b>	<b>Somewhat Effective</b>	<b>Ineffective</b>
<p><b>Integrated Goals:</b> The school team aligns academic standards, areas of study, and college and career goals in ways that are clear and accessible to all.</p> <p><b>Community Partnerships:</b> The school collaborates with local businesses, industries, and colleges to offer Career Pathways and real-world skill development.</p> <p><b>Real-World Learning:</b> Students engage in problem-solving, community-focused projects, and experiences that connect classroom learning to community interests or needs.</p> <p><b>Data-Driven Outcomes:</b> The school monitors student participation, performance, and outcomes, using data to adjust and refine programs and priorities.</p>	<p><b>Partial Integration:</b> Some alignment exists between areas of study, academic standards, and college and career goals, with moderate understanding in the school community.</p> <p><b>Community Partnerships:</b> The school collaborates with local businesses, industries, and colleges to provide career options, helping most students explore readiness and gain practical skills.</p> <p><b>Real-World Engagement:</b> Many students participate in problem-solving and real-world experiences, connecting classroom learning to community needs.</p> <p><b>Data-Driven Outcomes:</b> The school monitors some student participation, performance, and outcomes, analyzing data like college acceptance and skill development.</p>	<p><b>Inconsistent Integration:</b> Connections between subjects, standards, and college and career goals exist but are not clearly communicated or widely understood.</p> <p><b>Limited Partnerships:</b> The school partners with some local organizations, but few students consistently engage in career readiness or real-world skill development.</p> <p><b>Limited Real-World Learning:</b> Some students participate in problem-solving and community activities, but opportunities to connect classroom learning to community needs are limited.</p> <p><b>Incomplete Data Use:</b> The school tracks some participation and outcomes, but data on key metrics is incomplete and not consistently used for improvement.</p>	<p><b>Little Integration:</b> Few if any connections between subjects, academic standards, and college and career goals are evident.</p> <p><b>Few Partnerships:</b> Few collaborations exist, and only a small number of students explore career options or develop real-world skills.</p> <p><b>Little Engagement in Real-World Learning:</b> Few students participate in problem-solving or connect classroom learning to community needs.</p> <p><b>Few Data Strategies:</b> The school has few or no systems to collect and analyze data on student activities, outcomes, and skill development.</p>

**In 150 words or less, include a rationale statement explaining why you chose that rating:**

MY Academy demonstrates an effective approach to college and career readiness by aligning academic competencies with student interests and post-secondary goals. Each student, with their Learning Facilitator (LF), develops a personalized MY PLAN, which guides this alignment and promotes high student agency. Most students connect academic learning to real-world experiences, earning credit through dual enrollment, internships, and other experiential opportunities.

Since the last self-study, lingering impacts of the COVID-19 pandemic have limited broad community partnerships, though MY Academy continues to develop relationships to expand real-world skill opportunities. The school effectively uses data to support student growth: LFs monitor progress at the micro-level, refining individual learning experiences, while school staff track outcomes through state assessments, graduation rates, and post-secondary enrollment. This combination of personalized guidance, experiential learning, and data-informed decision-making demonstrates the school's effectiveness in preparing students for post-secondary success.

## Chapter 4: Action Plan (*1 page maximum*)

---

### **Purpose**

Based on your analysis from the self-study process, review findings and identify the school's primary improvement goals and growth areas to include in the Action Plan. These improvement goals will be the basis of your plan with an emphasis on identified growth areas to strengthen your school's program and better support student learning needs and success.

Once you have identified these goals, develop an action plan of how you will address them over the next three years, or integrate them into your current SPSA or LCAP.

### **Part One Directions**

Review your responses and analysis from the previous sections and work with your team to identify trends that emerge that focus on organizational improvement. Look for ways to strengthen your organization to better serve your students and advance your mission. Identify, develop and document key improvement goals that emerged from completing this self-study process. Document them below in bullet or list form.

---

**Improvement Goal One:** Increase student engagement in available partnerships and programs for postsecondary opportunities

**Improvement Goal Two:** Continue to develop staff knowledge as competency-based learning is implemented

**Improvement Goal Three:** Continue to weave SEL support into student learning across content areas using MY Academy's portrait of a graduate

**Improvement Goal Four:** Explore the long-term impact of the COVID shutdown in California on each student's learning journey

---

## Update Action Plan

### **Part Two Directions**

1. To what extent is the schoolwide action plan effective in enhancing student learning, addressing major student learner needs, and aligning with the Local Control and Accountability Plan (LCAP)?
  2. How strong is the commitment at the schoolwide and systemwide levels to implement the action plan, and how effective is the follow-up process for monitoring and achieving its goals?
- 

Answer the questions here

1. To what extent is the schoolwide action plan effective in enhancing student learning, addressing major student learner needs, and aligning with the Local Control and Accountability Plan (LCAP)?

MY Academy's schoolwide action plan is effective in addressing learner needs and improving both academic and climate outcomes. The plan is directly aligned with the LCAP, focusing on personalized

Revised 1.28.25

support, increased monitoring of student progress, and expanded social-emotional and pathway services. Systems for progress monitoring, including MY PLAN, mid-semester reporting, transcript audits, and the transition to a competency-based model, enable earlier interventions and clearer tracking of graduation progress. Improvements in engagement strategies, counseling, and partnerships with community agencies have contributed to increased graduation rates and improved attendance trends.

The school systematically reviews satellite data (e.g., Dashboard, DataQuest), map data (e.g., surveys, perception data), and street data (e.g., individual student performance, interviews) to inform practices and tailor supports to the needs of enrolled students. Overall, the action plan enhances learning conditions, removes access barriers, promotes student well-being, and demonstrates strong alignment with MY Academy's LCAP priorities.

2. How strong is the commitment at the schoolwide and systemwide levels to implement the action plan, and how effective is the follow-up process for monitoring and achieving its goals?

The commitment to implementing the action plan at MY Academy is strong. Consistent monitoring structures are embedded throughout the organization. The LCAP serves as the guiding framework, ensuring alignment of goals, resource allocation, and continuous progress monitoring. Weekly leadership and staff meetings include review of academic, attendance, and engagement data, while quarterly SSC, EPAC, and ELAC meetings provide educational partners' voice and oversight. Continuous professional development, including coaching and equity-focused training, supports consistent and effective implementation of instructional practices and organizational initiatives. Integration of student and family feedback, such as surveys and one-on-one monitoring, ensures that adjustments remain responsive to evolving student needs. This systematic, data-informed follow-through has strengthened organizational effectiveness and resulted in measurable progress on key performance indicators, demonstrating a strong, schoolwide commitment to achieving the priorities outlined in the LCAP.

---

After identifying your improvement goals, either update your current action plan, or develop an organizational action plan that outlines how you will address each of these goals. Your action plan should outline your organization's action steps and strategies to address the goals.

[Provide a link to your updated Action Plan here](#)



# Coversheet

## Consent - Business/Financial Services

**Section:** VIII. Consent  
**Item:** A. Consent - Business/Financial Services  
**Purpose:**  
**Submitted by:** Gigi Lenz  
**Related Material:** Check Register - December 2025.pdf  
Team SMORE subscription (Renewal).pdf

### BACKGROUND:

MY Academy's Team SMORE subscription supports schoolwide communication and engagement with students, families, and educational partners. The proposed renewal includes ten team licenses for a one-year term from March 7, 2026, through March 6, 2027, at a cost consistent with prior usage and approved operational budgets. Approval of this item authorizes the continued use of the platform to support timely, accessible, and consistent communication aligned with MY Academy's instructional and engagement priorities.

### RECOMMENDATION:

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

Fiscal Impact: \$1400.00

**MY Academy Charter****Check Register**

For the period ended December 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
21227	San Diego Computer Using Educators	Professional Development - 09/25/25	12/4/2025	\$240.00
21228	Specialized Therapy Services, Inc.	SpEd Svcs- 10/25	12/4/2025	5,570.52
21229	Acacia HR Solutions	Consulting Svcs - 10/25 - 11/25	12/9/2025	1,080.00
21230	Campo Cafe	Meals - 10/28/25 - 11/20/25	12/9/2025	1,158.31
21231	Law Office of Young, Minney & Corr. LLP	Legal Svcs - 11/25 - 12/25	12/9/2025	39.50
21232	School Pathways LLC	License (1) - 12/01/25 - 06/30/26	12/9/2025	371.00
21233	SchoolsFirst Plan Administration LLC	MYA 403b 11/26/25	12/10/2025	400.00
21234	SchoolsFirst Plan Administration LLC	MYA 457 11/26/25	12/10/2025	3,272.06
21235	SchoolsFirst Plan Administration LLC	MYA 403b 12/10/25	12/12/2025	830.33
21236	KRA Corporation	Consulting Svcs - 11/25	12/19/2025	6,295.23
21237	MarshMcLennan Agency	Workers Comp. - 07/01/25 - 07/01/26 - Installment 7 of 10	12/19/2025	746.00
21238	San Joaquin County Office of Education	Software - EdJoin - One Year Term (4)	12/19/2025	5,650.00
21239	Rosetta Stone	License (1) - FY 25 - 26	12/19/2025	4,500.00
322271620000340	Alpha Vision Computers, Inc.	Cybersecurity Meeting - 11/18/25	12/4/2025	195.00
322271620000341	Amazon Capital Services	Office Supplies	12/4/2025	121.70
322271620000342	Charter Impact LLC	Business Mgmt Svcs - 12/25	12/4/2025	11,762.00
322271620000343	Larry Albert Alvarado	Stipend - 12/10/25	12/9/2025	650.00
322271620000344	Michael P. Humphrey	Stipend - - Additional	12/9/2025	1,100.00
322271620000345	Peter Matz	Stipend - 12/10/25	12/9/2025	650.00
322271620000346	Propio Language Services, LLC	SpEd Svcs - 11/25	12/9/2025	64.97
322271620000347	R&B Communications	Communications Svcs - 11/25	12/9/2025	1,102.00
322271620000348	Steve Fraire	Stipend - 12/10/25	12/9/2025	650.00
322271620000349	William W. Hall	Stipend - Additional	12/9/2025	1,100.00
322271620000350	Keyn Group, LLC	IT Support - 01/26 & Adobe Licensing (8)	12/19/2025	7,561.66
E120125-01	AT&T	Communication Svcs - 11/25	12/1/2025	86.25
E120325-01	Chase	Service Charges	12/3/2025	26.50
E120925-01	Inova	Direct Deposit for Pay Date 121025	12/9/2025	24,640.38
E120925-02	Inova	Federal & State Tax Payments for Pay Date 121025	12/9/2025	6,917.78

Total Disbursements Issued in November \$ **86,781.19**

**Bill To:**

Motivated Youth Academy  
Gigi Lenz  
500 La Terraza Blvd #150  
Escondido, California 92025

**Shipping To:**

Motivated Youth Academy  
Gigi Lenz  
500 La Terraza Blvd #150  
Escondido, California 92025

Product	Start Date	End Date	QTY	Unit	Subtotal
Year 1 Products & Services					
Smore for Teams	2026-03-07	2027-03-06	10	Smore Number of Seats	\$1,400.00
					<b>\$1,400.00</b>
Professional Services and Set-Up					

Subtotal **\$1,400.00**

**Contract Total Value \$1,400.00**

Term Summary	
Total Years	Autorenew Term
1.00	n/a
Successive years are subject to 5% annual uplift, which shall be reflected on renewal quote	

Payment Schedule	
Year	Invoice Due Date
Year 1	Within 30 Days of Invoice
Successive years are subject to 5% annual uplift, which shall be reflected on renewal quote	

Additional Notes:



P.O. Box 771470

St. Louis, MO 63177-9816

**Quote and Order Form****Created Date:** 12 / 08 / 2025**Quote Number:** EJ48K-IQGAZ-YT2ZB-CQBN8

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

**Additional Payment Terms**

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

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

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

**Authorized Representative: Gigi Lenz****Signature:****Title:** \_\_\_\_\_**Date:** \_\_\_\_\_

### Terms and Conditions

- I. General. All fees shall be paid according to the Payment Schedule and Payment Terms. In case of a conflict between this Order Form and the MSA, this Order Form shall prevail. This Order Form is not an invoice. Invoices will be sent to the billing contact set forth above based on the applicable payment schedule.
- II. Service-Specific Terms. Based on Customer's Subscribed Services to Attend or Sites, previously known as SchoolNow, as indicated in the above table ("Subscribed Services"), the following terms and conditions available at <https://www.schoolstatus.com/attend-terms-and-conditions>
  1. Attend-specific Terms
    - a. Sites
    - b. Data Elements

Data Elements	
The following data elements will be used to track and report on attendance/participation as well as provide sub-group, aggregate level reporting. Each Student Information System database is different; some additional values may need to be used to create the necessary database joins to connect these values correctly.	<ol style="list-style-type: none"> <li>1. Student Demographic Data (e.g. Student ID, Grade, Ethnicity, Mailing Addresses, Home Languages, Parent/Guardian data, etc.)</li> <li>2. Attendance Data</li> <li>3. Discipline Data</li> <li>4. Course Schedules</li> <li>5. English Language Learner</li> <li>6. Free &amp; Reduced Lunch Status</li> <li>7. Special Education</li> <li>8. Migrant Status</li> <li>9. Homeless</li> </ol>
Please check if you want SchoolStatus Attend to pull the Foster Care data:	<input type="checkbox"/>

### c. For subscribers of Attend Hybrid

The follow letter types and modalities shall be included

Letter Type	Modality	Insert "X" if Selected
Truancy 1	Physical Mail	
Truancy 2	Digital	
Truancy 3	Digital	
Conference Notice	Digital	
EEA 1	Physical Mail	

Letter Type	Modality	Insert "X" if Selected
EEA 2	Digital	
Leadership Letter	Digital	

d. For subscribers of Attend Digital

The following letter types and modalities shall be included:

Letter Type	Modality
Truancy 1	Digital
Truancy 2	Digital
Truancy 3	Digital
Conference Notice	Digital
EEA 1	Digital
EEA 2	Digital
Leadership Letter	Digital

**CALIFORNIA AGREEMENTS ONLY:** If District chooses to have SchoolStatus pull the Foster Care data element, to the extent required to secure the Foster Care data element, District designates SchoolStatus as a “designee” authorized to review juvenile court files under California Welfare & Institutions Code Section 827.

b. Intervention Modalities. District has the option to utilize various modalities for Tier 1 Universal Intervention Types. In addition to letters sent via United States mail, texting and email communication is available. District can opt-in to send text and email if it has the necessary and required consent from the parents or guardians of each student, as required by and in accordance with the applicable laws and regulations, to engage SchoolStatus and its subcontractors to send interventions/communication via emails or text messages.

**Tier 1 Universal Intervention Types.**

Universal Intervention Type:	District Intervention Selections
Unexcused Intervention 1	Included
Unexcused Intervention 2	Included
Unexcused Intervention 3	Included
Excused Intervention 1	Included
Excused Intervention 2	Included
Conference Notification Reminder	Included
Leadership Letter	Included*

Total number of mailings estimated is (\*excluding Leadership).

\*The number of estimated mailed interventions is determined by an algorithm based on past historical interventions mailed and incorporates factors such as best practices, district size and grade levels served. Districts typically exceed this estimate by a small percentage and we absorb all additional costs. In abnormal years, such as the recent pandemic, where an extreme overage in number of interventions mailed may exist, we will be invoicing the district if the actual mailed exceeds the estimated number by more than 5%. If this occurs, we will notify the district of their letter count before they are charged and then we will invoice the district at \$1 per letter for the additional letters above the 5% overage. We will not charge the district unless actual mailed exceeds the estimated number by more than 5%.



# Coversheet

## Consent - Education/Student Services

**Section:** VIII. Consent

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

**Purpose:**

**Submitted by:** Gigi Lenz

**Related Material:**

Student and Educational Rights Holder Handbook - Redlined - 2025.12.30.pdf

Student and Educational Rights Holder Handbook - For Board Approval - 2025.12.30.pdf

2026-2027 Academic Learning Calendar.pdf

### BACKGROUND:

1. The revised Motivated Youth Academy Student and Educational Rights Holder Handbook for the school year has been updated to reflect current federal and state legal requirements, including revisions to student rights, discipline and due process procedures, health and safety notices, instructional program information, and complaint and grievance processes, as required by applicable sections of the California Education Code and related regulations. Approval of this item affirms the Board's review and adoption of the updated Handbook and authorizes its distribution and publication to ensure continued transparency, consistency, and compliance with statutory notice and policy requirements.

### 2. 2026-2027 School Year Academic Learning Calendar

The proposed 2026-2027 School Year Academic Learning Calendar includes three enrollment tracks. MYA offers three tracks of enrollment for students to choose from, Track E, Track F and Track G. It has been developed to align with instructional goals, student learning needs, and federal holidays while ensuring an equitable distribution of instructional days across the academic year. It also accounts for compliance with state instructional time requirements and offers a structured framework for effective academic programming. Approval of this calendar will allow for timely coordination of school operations, including scheduling, and staffing, ensuring a smooth and efficient academic year.

### RECOMMENDATION:

1. It is recommended the Board approve the revised Motivated Youth Academy Student and Educational Rights Holder Handbook as presented for Motivated Youth Academy (#1628).

Fiscal Impact: None.

2. It is recommended the Board approve the proposed 2026-2027 School Year Academic Learning Calendar as presented for Motivated Youth Academy (#1628).

Fiscal Impact: None.



# Motivated Youth Academy

## Student and Educational Rights Holder Handbook

### 2025-26

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**Motivated Youth Academy**

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*Revised: month, day, year* ~~*Adopted: October 10, 2019*~~

~~*Revised: January 11, 2024*~~

~~*Revised: October 8, 2024*~~

~~*Revised: January 9, 2025*~~

~~*Revised: October 9, 2025*~~

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Hello,

Welcome to Motivated Youth Academy. Students, staff, families and friends know us as MY Academy or MYA! It is a privilege to be your partner in education. MYA's goal is to provide you with a personalized and supportive educational experience. MY Academy seeks to serve students and families who benefit from flexible pacing and scheduling, learning that is individually targeted, and friendly. MY Academy is excited to support you in your educational journey.

Sincerely,

Bill Dobson, Interim Director

### Contact MY Academy

Mailing Address:

Motivated Youth Academy  
500 La Terraza Blvd. Suite #150  
Escondido, CA 92025

Contact Phone: (619) 343-2048

Contact Email: [info@myacademy.org](mailto:info@myacademy.org)

Website: <https://myacademy.org>

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**Motivated Youth Academy**

*Adopted: October 10, 2019*

*Revised: month, day, year Adopted: October 10, 2019*

*Revised: January 11, 2024*

*Revised: October 8, 2024*

*Revised: January 9, 2025*

*Revised: October 9, 2025*

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## General Information

### About Motivated Youth Academy (MYA)

Motivated Youth Academy (“MYA,” “MY Academy,” or “Charter School”) is a tuition-free, California non-classroom-based public charter school serving students who have fallen behind in school, those looking to get ahead and graduate early, or those who simply desire a non-traditional learning environment. Since 2014, MYA has offered students and families an alternative to traditional learning methods and environments. MYA believes that the student-learning facilitator relationship is critical to the development of a young person’s social, emotional, and academic well-being.

MYA provides students with the opportunity to engage in a variety of learning styles, creating what we call a ‘blended’ learning model. This innovative approach to education allows students to learn with great flexibility. Using traditional independent study learning strategies, MYA creates an enriched virtual model of blended learning where students benefit from the flexibility of virtual learning combined with personalized 1:1 support from a credentialed learning facilitator. Learning sessions are conducted face-to-face; learning facilitators go to the students and meet with them in their communities, at libraries, community centers, and similar public facilities, providing MYA students with the best of both worlds.

MYA serves students in grades TK-12, and young adults ages 19-24 seeking a high school diploma.

MYA is accredited by the Western Association of Schools and Colleges (“WASC”) and offers University of California (“UC”) and California State University (“CSU”) A-G coursework. The class lists are accepted by the National Collegiate Athletic Association (“NCAA”) and the National Association of Intercollegiate Athletics (“NAIA”). MY Academy’s independent study program provides three pathways to graduation: At-Promise, College and Career, and Credit Recovery. MYA offers multiple calendars each year, providing students and families with greater flexibility to pursue interests and take advantage of opportunities.

MYA understands the importance of providing students with a personalized course of study, which is why every MYA student receives a Motivated Youth Personalized Learning Adventure Now (“MY Plan”). A student’s MY Plan is developed based on their unique abilities, needs, and

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Motivated Youth Academy

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*Revised: month, day, year Adopted: October 10, 2019*

*Revised: July 2022*

*Revised: January 11, 2024*

*Revised: October 8, 2024*

*Revised: January 9, 2025*

*Revised: October 9, 2025*

interests. MYA staff provides the support every student needs to identify their dreams and reach their goals. This is one of the many reasons students thrive at MYA—whether working from home, on the road, or anywhere their experiences and adventures take them.

### Mission Statement

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

### Core Values

- All are welcome
- We celebrate the small things
- We choose hope
- We are servant leaders
- Feedback is critical
- We pursue gratitude

### Vision Statement

MYA's vision is to be able to pivot and adapt to meet student needs and interests as they evolve and emerge in the 21st century.

### Calendar 2025-26 Links

You will find the MY Academy 2025-2026 School Calendars linked here and on the MY Academy website (<https://www.myacademy.org/calendar/>).

MY Academy operates three 175 day tracks to give students and families greater scheduling flexibility.

NOTE: A student may only enroll in one school track per year at MY Academy.

[Track E Calendar](#)

[Track F Calendar](#)

[Track G Calendar](#)

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## Admissions, Registration, and Enrollment

Application, registration, and enrollment policies, procedures and activities comply with state and federal law. They are outlined in the Motivated Youth Academy's Charter Petition. NOTE: County Collaborative Charter School was renamed Motivated Youth Academy on July 1, 2020.

### Applications

Students who live in Imperial, Orange, Riverside, and San Diego counties and who express an interest in enrolling with MY Academy must first complete an application. This form requires:

- Student name
- Educational Rights Holder name
- Address and contact information for the Educational Rights Holder
- Student's date of birth
- Student's current grade
- Student's intended grade for enrollment
- Educational Rights Holder's signature and date

Once this document has been received, MYA will contact the Educational Rights Holder to share information about the unique learning model MY Academy uses. If the applicant determines that MY Academy's education model is a good match for the student and would like to enroll at MY Academy, then the Charter School will determine the availability of a trained and qualified credentialed learning facilitator to serve as the student's Learning Facilitator ("LF"). If an LF is available then the student will then be invited to complete the registration process, otherwise they are placed on a waitlist.

Students will be considered for admission without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Prior to admission, all Educational Rights Holders must agree to and sign the ~~writtenmaster~~ agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the ~~writtenmaster~~ agreement. Enrollment space will be based on need in the community and

availability of qualified, trained credentialed learning facilitators to serve as the learning facilitator of record.

MY Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

### ***Enrollment Requirements***

To enroll in MY Academy, students must live in one of the following counties: Imperial, Orange, Riverside, and San Diego. In accordance with charter law, students may not be concurrently enrolled in MY Academy and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend MY Academy.

Before the student is enrolled in MY Academy, a ~~Written Agreement~~ Master Agreement must be signed.

### ***Registration***

A registration application must be completed and signed by the student and Educational Rights Holder, and the required documents noted below, prior to a student being enrolled and placed on a learning facilitator's ("LF") roster.

To the extent required by applicable law, a complete registration application includes, but may not be limited to, the following properly submitted documents/information, which is applicable to all students unless otherwise noted:

- Proof of residency
- Birth certificate or proof of birthdate (such as a statement by the local registrar or a county recorder certifying the date of birth, a baptism certificate duly attested, a passport, or an affidavit of the Educational Rights Holder or custodian of the minor)
- Immunization record or this form indicating the Educational Rights Holder is waiving vaccinations (Please see the list of recommended vaccinations under Section E

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below.) Proof of Tdap (whooping cough vaccination) and Varicella (chickenpox) - Two (2) doses – Students entering 7th-12th grades or this [form](#) waiving vaccinations

- [Health Exam](#) – TK, Kindergarten, and 1st grade students and any student entering the public school system for the first time - or the signed [form](#) waiving this requirement. (See information below for the right to refuse.)
- [Oral Health Exam](#) – TK, kindergarten, and 1st grade students, and any student entering the public school system for the first time - or the signed [form](#) waiving this requirement.
- [Transcripts](#) – High school students only.
- [Caregiver Authorization Affidavit](#) – Only if person enrolling student is not the parent or legal guardian.

A student, and Educational Rights Holder who submits an incomplete registration application will be sent a notice of what is needed to complete their registration. The student, and Educational Rights Holder, will be expected to update the registration application information and provide the requested documents in order for the registration to be processed and the student enrolled in MY Academy.

A student, and Educational Rights Holder who is unable to submit a required document should immediately contact the MY Academy admissions department via email at [admissions@myacademy.org](mailto:admissions@myacademy.org) or phone/text (619) 343-2048. The admissions team will work with registrants to overcome barriers encountered in completing the registration process.

Acceptance of a student's registration application documents does not constitute enrollment with MY Academy until the following has occurred:

A student is not considered enrolled until they have met with their learning facilitator and the student, and Educational Rights Holder, signs the Independent Study ~~Written Master~~ Agreement ("Written Master Agreement"). All students' continued enrollment shall depend upon them fulfilling the terms of the ~~Written Master~~ Agreement.

## [Advisory Councils](#)

MY Academy believes that active participation from Educational Rights Holders, family members, trusted adults, students, and employees in school operations and governance helps foster a public school's long-term sustainability as a successful program. MYA welcomes

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Educational Rights Holders', family members', trusted adults', students', and employees' involvement and values open, positive communication.

MY Academy has established a School Site Council ("SSC"), Educational Partner Advisory ("EPAC") committee, and Staff Advisory Committees. Each plays an important role in molding MY Academy to be responsive to student, Educational Rights Holder, family member, trusted adult, and employee needs, while facilitating the opportunity for continual growth and improvement. The committees meet regularly and function to make recommendations and provide feedback to school administration regarding specific areas of school operations.

### Attendance

MY Academy's goal is for each student to be successful. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the student, and Educational Rights Holder responsibilities are not fulfilled. Please view this document for [MYA's Attendance Policy](#).

### Educational Rights Holder Liability for Student Conduct

The law states that an Educational Rights Holder of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school shall be liable for all damages caused by the minor.

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's Educational Rights Holder(s) are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's Educational Rights Holder in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's Educational Rights Holder are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

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### Accepting High School Credits from Previous Schools

MY Academy will evaluate transcripts from a student's previous school and grant credit toward MY Academy graduation requirements if the credits were earned from an accredited school and are credits that could have been earned at MY Academy. Transcripts will be evaluated by a MY Academy school counselor.

### Transitional Kindergarten (TK)/Kinder Placement

**Transitional Kindergarten (TK):** In ~~2025-26~~ ~~24-25~~, children are eligible for TK if they ~~have their fourth birthday on or before September 1, 2025.~~ ~~turn 5 between September 2 and June 2~~ \*Kindergarten age eligible students are allowed to choose TK if their 5th birthday is between ~~June 1st~~ ~~September 1st~~. Students with a 5th birthday after ~~December 2~~, may enter TK on or after their 5th birthday. ¶

**Kindergarten:** Students must turn five on or before September 1 to enroll in kindergarten.

### Immigrant Pupils' Rights

Under Education Code 234.7, all children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Additional information on this subject can be found directly from the [State of California Department of Justice website](#) and the [MY Academy website](#).

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## Nondiscrimination Statement

MY Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations. My Academy shall not charge tuition and shall not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, disability, age, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), Education Code 234.7, Title VI of the Civil Rights Act of 1964 and the Individuals with Disabilities Education Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any Educational Rights Holder or student over the age of 18 at the following times: (1) when an Educational Rights Holder or student over of the age of 18 inquiries about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination

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Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor, or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

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

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

For further information on notice of non-discrimination, visit the U.S. Department of Education [Office of Civil Rights \(OCR\)](#) for the address and phone number of the office that serves your area, or call 1-800-421-3481.

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## Notice of Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the Educational Rights Holder of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's Educational Rights Holder or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's Educational Rights Holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon Educational Rights Holder request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's Educational Rights Holder or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the Educational Rights Holder is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the Educational Rights Holder requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

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## Work Permits

Work Permits are required for students under the age of 18 to secure employment. To request a work permit, students should contact their LF and complete the required paperwork. As of January 1st 2021, [AB 1963](#) requires proof that the student's work supervisor has been trained as a mandated reporter.

## Terminology

The following is a list of commonly used terms:

**Learning Facilitator (“LF”)**- A learning facilitator is a credentialed learning facilitator who works with students in grades TK-12 to support them in reaching their educational goals.

**Content Area Specialist (“CAS”)** - A Content Area Specialist is a credentialed learning facilitator who works with students in grades 6-12 and their families to support them in reaching their academic, content-specific goals.

**Learning Period (“LP”)** - The Instructional days between learning period meeting/the assignment.

**Weekly Meeting (“WM”)** - The meeting in which a minor student and Educational Rights Holder, or adult student, meet with their assigned LF once per week to review the learning that took place since the previous meeting, plan for future learning, and offer support to the student.

**Independent Study ~~Written~~ Master Agreement (“WAMA”)** - This is an agreement between the school, the learning facilitator, the student, and the student’s Educational Rights Holder. It outlines the assigned coursework, methods of study, available resources, methods of evaluation, meetings, and board policies.

## Instructional Program

### Academic Guidance

The MY Academy Guidance Department staff is available to assist students and Educational Rights Holders with high school planning as well as college and career guidance. To request an appointment, visit the [MY Academy website](#) or email [schoolcounselor@myacademy.org](mailto:schoolcounselor@myacademy.org).

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## Availability of Prospectus

Upon request, the Charter School will make available to any Educational Rights Holder, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

## Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school juniors/seniors by January 1st of their grade 11 academic year each year, unless the student (if the student is over age 18 years of age or older) or Educational Rights Holder (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or Educational Rights Holder, if the student is under 18 years of age) has opted out by or before September 1.

GPA's will be reported to Cal Grant on October 1 in order to meet the October 1 submission deadline. Students wishing to opt-out must complete and submit the opt-out form by September 1. Should the Cal Grant GPA Opt-Out form not be received by the date stated on the form, it is understood that the student has agreed to have their GPA submitted for Cal Grant consideration.

 [Cal Grant Opt GPA out form - English.pdf](#)

 [Cal Grant GPA opt out form - Spanish.pdf](#)

## Concerns about your Learning Facilitator (LF)

If a student, Educational Rights Holder or adult student has concerns regarding their LF that they are unable to resolve directly with the LF, please email [admin@myacademy.org](mailto:admin@myacademy.org) to set up a meeting with a member of MYA's administrative team. MYA will assist the LF, the student, and Educational Rights Holder or adult student in working towards a positive working relationship.

## Educational Rights Holders Portal in the Student Information System (SIS)

Educational Rights Holders have access to the student information system ("SIS") through the parent portal. Click [this link](#) to access the portal. [This document](#) will support MYA families with the portal.

## English Language Proficiency Assessments for California (ELPAC)

Students who indicate a home language other than English on the registration form will be required to take the ELPAC Initial Assessment ("IA") within the first 30 calendar days of enrollment.

Students who have already been identified as an English Learner at MY Academy or at a previous school, will be required to annually take the ELPAC Summative Assessment ("SA") during the spring testing window.

For more information about the ELPAC, visit <https://www.elpac.org/> or email [info@myacademy.org](mailto:info@myacademy.org).

## Email Group for Educational Rights Holders

One of the primary methods of communication to MYA students, families is through the MYA educational rights holders email group. Recipients receive time-sensitive communication, deadline reminders, and notifications. Educational rights holders must inform their LF via email if they would like to be included in the educational rights holders email group. Please notify the student's LF, if emails are not received within a week of enrolling.

## Graduation Requirements

MY Academy graduation requirements meet California Education Code requirements. MYA has an established "A-G" course list and the curriculum will meet or exceed UC/Cal State "A-G" course requirements.

MYA will configure its minimum course completion requirements and its credit award policy to be consistent with California Law. MYA will prescribe completion of the following, at a minimum:

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- Three courses in English (English 9 A/B, 10 A/B, 11 A/B)
- Two courses in Mathematics, with one year of Algebra I mandatory \*
- Two courses in Science, including Biological and Physical Sciences
- Three courses in Social Studies (including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics)
- One course in Career Technical Education, Foreign Language or Visual and Performing Arts \*\*
- Two courses in Physical Education unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.

\*At least one course of the mathematics requirement shall be fulfilled by completion of Algebra I coursework.

\*\*Students will be advised that for UC entrance, two years of Foreign Language are required, three recommended, plus one year of Visual and Performing Arts, and four years of English.

MYA awards 5 credits per course, per semester.

### ***Pathways to Graduation***

MY Academy offers multiple pathways to graduation. Students are eligible for graduation when all requirements have been met. (Note; 5 credits are earned for completion of a one semester class.)

210 Credit General Education Pathway

<u>Subject Area</u>	<u>Credits</u>
English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10
College and Career	10
Physical Education	20
Electives	70
Career Technical Education, Foreign Language or Visual and Performing Arts	10
<b><u>Total Credits</u></b>	<b><u>210</u></b>

130 Credit Pathway (Board Policy 6130-MYA)

Motivated Youth Academy (“MYA”) recognizes that students may face significant barriers to achieving academic success due to their unique, individual circumstances. To enable such students to achieve state and charter school academic standards, MYA shall provide eligible students with full access to the MYA educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of students in the MYA Local Control Accountability Plan (“LCAP”).

Upon review by the School Counselor and Administration, and according to California state law, eligible students may participate in the State required minimum credit pathway of 130 credits.

Eligible students include, but are not limited to:

- AB 167/216 (Foster Care)
- AB 365 (Military Family)
- AB 1806/216 (Homeless)
- AB 2121 (Migratory/Newcomers)
- AB 2306 (Juvenile Courts)
- Credit Deficient
- Gap in enrollment
- Students who have experienced exceptional barriers or circumstances (at the approval of school administration).

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency ("LEA"). All students receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12:

<u>Subject Area</u>	<u>Credits</u>
English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10

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Physical Education	20
Career Technical Education, Foreign Language or Visual and Performing Arts	10
<b><u>Total Credits</u></b>	<b><u>130</u></b>

Students and families who are considering opting for the 130 credit graduation pathway should consider the following limitations: Receiving a diploma through this exemption will affect a student's ability to gain direct admission to many post-secondary educational institutions, as students will not meet the A-G requirements for enrollment in a four-year California university (CSU and UC) upon graduation from high school. Students may complete specific coursework and gain entry into the California State Universities through California Community Colleges

### Local Assessments

All MYA students take a series of local assessments at the beginning and conclusion of each school year. This information is used to develop each students' MY PLAN (Motivated Youth Personal Learning Adventure Now). In addition, it will also be used to measure individual student growth.

### Notice for Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12<sup>th</sup> grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:  
<https://studentaid.gov/announcements-events/fafsa-support>

The California Dream Act Application and information regarding the California Dream Act are available at: <https://dream.csac.ca.gov/landing>

## Physical Fitness Test

The Physical Fitness Test (“PFT”) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

Students in grades five, seven, and nine take the PFT. The test has multiple parts that measure students’ fitness levels and abilities. For more information about the PFT, visit [www.cde.ca.gov](http://www.cde.ca.gov) or email [info@myacademy.org](mailto:info@myacademy.org).

## Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. An Educational Rights Holder of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active Educational Rights Holder consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Educational Rights Holders may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. An Educational Rights Holder has the

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right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Educational Rights Holder shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student’s Educational Rights Holder excusing the student from participation. An alternative educational activity shall be made available to students whose Educational Rights Holder have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Please see [Comprehensive Sexual Health Education Policy](#) linked in the Appendices for further information.

## State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress (“CAASPP”). Notwithstanding any other provision of law, an Educational Rights Holder’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, Educational Rights Holders have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and/or a career.

Students in grades 3-8 and grade 11 are required by the California Department of Education

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to complete the CAASPP assessments. These tests occur during the spring each year. Student score reports include an overall score and a description of the student's achievement level for English Language Arts/Literacy, Mathematics, and Science. They encompass the following assessments:

- Computer Adaptive Tests (CATs) for ELA and math; grades 3-8 and 11
- Performance Tasks (PTs) for ELA and math; grades 5-8 and 11
- California Science Test (CAST); grades 3-8 and 11 or 12
- California Alternate Assessment (CAA)

As stated above, Educational Rights Holders may opt out of state-mandated academic testing by submitting a written request to the school each year, but this only applies to the state-mandated assessments and **MYA does not recommend opting out.** MYA does not recommend opting out because charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school may have its Charter revoked if it does not provide sufficient data and demonstrate progress on students' performance using a variety of assessments and indicators.

For more information about the CAASPP, visit <https://www.caaspp.org/> or email [info@myacademy.org](mailto:info@myacademy.org).

## Student Grades

### *High School Transcript*

The high school transcript is a record of the high school courses taken and the grades and credits earned.

To request an official transcript, please visit MYA's [Parchment service](#).

### *Report Cards*

As per California State Law, the learning facilitator assigns official grades. The grades awarded on the report card represent the professional evaluation by the learning facilitator of the student's progress toward state and school standards.

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### Learning Facilitator Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the “Every Student Succeeds Act” (“ESSA”), all Educational Rights Holder of students attending the Charter School may request information regarding the professional qualifications of classroom learning facilitators and/or paraprofessionals, including at a minimum:

1. Whether the student’s learning facilitator:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the learning facilitator provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the learning facilitator; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the Educational Rights Holder in a timely manner. Educational Rights Holder may contact the Executive Director at:

Executive Director

Motivated Youth Academy

500 La Terraza Blvd. Suite #150

Escondido, CA 92025

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

(619) 343-2048

to obtain this information.

MY Academy currently receives school-wide assistance grants based on student/family socioeconomic status upon enrollment. This funding is allocated for direct impact on our at-risk students, English Learner, homeless, foster, juvenile, delinquent, migratory, and any

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student who is working toward grade level proficiency. Title I funding provides students with the appropriate interventions and resources to improve their academic achievement and meet state standards.

#### School-Parent Compact

Our Parent/School Compact addresses legally required items, as well as other items suggested by parents and family members of Title I, Part A students.

#### Parents Right to Know Letter

If at any time your child has been taught for four or more consecutive weeks by a learning facilitator not highly qualified, the school will notify you.

#### Educational Rights Holders and Family Engagement Policy (Parent and Family Engagement Policy)

MY Academy has developed a written Educational Rights Holders and Family Engagement Policy (Parent and Family Engagement Policy) with input from Title I parents and families. MY Academy has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Student and Educational Rights Holder Handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Additional information may be found on the California Department of Education website.

<https://www.cde.ca.gov/sp/sw/index.asp>

Melissa Lato, Intervention Coordinator

Ph: 619-343-2048

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

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## Technology

MY Academy recognizes and utilizes technology as a powerful educational tool. For specific information about technology, view MYA's [Technology Usage Agreement](#).

## Western Association of Schools and Colleges ("WASC") Accreditation

MY Academy students are enrolled in a school that is fully accredited by WASC.

School accreditation:

- certifies to the public that the Charter School is a trustworthy institution of learning.
- validates the integrity of the Charter School's program and student transcripts.
- fosters improvement of the Charter School's program and operations to support student learning.
- assures the Charter School community that the Charter School's purpose is appropriate

Additionally, WASC accreditation is important because other schools, colleges and universities and the military often require applicants to have transcripts from accredited schools.

## Student Health, Welfare, & Safety

### Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their learning facilitator with a written statement, signed by their Educational Rights Holder, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the learning facilitator believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based

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upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

### California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five, seven, nine, and eleven whose Educational Rights Holder provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

### Child Abuse Reporting

As mandated reporters, learning facilitators, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. All school staff are required to participate in yearly training to identify child abuse and learn how to report suspected abuse.

### Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

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Synthetic drugs include, but are not limited to, synthetic cannabinoids (“synthetic marijuana”, “spice”, “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

[Click here to view AB 889 – Pupil Safety: Synthetic Drugs](#)

[Click here for additional information from the CDPH Substance & Addiction Prevention Branch](#)

### Employee Qualifications and Scope of Services

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 Holders and Caregivers Participation and Education

1. Educational Rights Holders and caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with Educational Rights Holders and 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 parent handbook.

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3. Educational Rights Holders and caregivers should be invited to provide input on the development and implementation of this policy.
4. All Educational Rights Holders and 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.

## Firearm Safety Laws

"The California Legislature (Assembly Bill 452, Section 1, 2023) has found and declared:

- Guns are the third leading cause of death of children in America. Every day, eight children and teens are shot in instances of family fire, which is a shooting involving an improperly stored or misused gun found in the home resulting in injury or death.
- Data show that 75 percent of school shootings are facilitated by children having access to unsecured or unsupervised firearms at home. Eighty-seven percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them.
- Over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home.

Assembly Bill 452—Pupil Safety: Parental Notification, Firearm Safety Laws

Section 48986 has been added to the California Education Code (EC) and requires that beginning on July 1, 2023, all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform educational rights holders of

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California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. You will find Assembly Bill 452 on the California Legislative Information web page at [https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=202120220AB452](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=202120220AB452).

#### Senate Bill 906—School Safety: Homicide Threats

Sections 49390 through 49395 have been added to the EC. This bill seeks to address homicidal threats in middle and high schools and applies only to local educational agencies that serve pupils in any grades from six through twelve as part of a middle school or high school. Local educational agencies serving these pupils must include information about child access prevention laws and laws relating to the safe storage of firearms in the annual notifications to educational rights holders at the beginning of the first semester or quarter of the regular school term. The law states that school officials are required to report homicidal threats or perceived threats, as defined, to law enforcement, who must conduct an immediate investigation and threat assessment, as defined. You will find Senate Bill 906 on the [California Legislative Information web page](#).

Parent/guardian annual notification that satisfies the model content requirement of Assembly Bill 452 and Senate Bill 906 is available in English and Spanish on the CDE Violence Prevention web page at <https://www.cde.ca.gov/ls/ss/vp/>.

It is our collective responsibility to ensure that students, staff, families, and communities are as prepared and safe as possible. Thank you for your attention and commitment to school safety."

The purpose of this section is to inform and to remind educational rights holders of all MY Academy students of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These

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incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this section spells out California law regarding the storage of firearms. Please take some time to review this section and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
  - Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

## Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for Educational Rights Holders about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

## Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning

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environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

#### TK/K-12 Admission

Diphtheria, Tetanus and Pertussis (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

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7<sup>th</sup>-12<sup>th</sup> grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

#### Entering 7<sup>th</sup> Grade

Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose

Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7<sup>th</sup> grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7<sup>th</sup> birthday.

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## Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

- Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
- Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that MYA shall accept.
- Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, as defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
- Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction are exempt from immunizations, however MYA must still request, record, and report all enrolled student's immunization status.

## Intervention and Emergency Procedures

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

1. School Counselor
2. School Psychologist

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

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's Educational Rights Holder as soon as possible if

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appropriate and in the best interest of the student. Determination of notification to Educational Rights Holders and caregivers should follow a formal initial assessment to ensure that the student is not endangered by Educational Rights Holder notification.

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

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

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
  - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Ensuring that the student is under continuous adult supervision until the Educational Rights Holder and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - e. Moving all other students out of the immediate area if applicable;
  - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the Educational Rights Holder and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with

the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, the Charter School shall verify with the Educational Rights Holder that the follow-up treatment has been accessed. Educational Rights Holders will be required to provide documentation of care for the student. If Educational Rights Holders refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the Educational Rights Holder to identify barriers to treatment (e.g., cultural 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.

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2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among learning facilitators, 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 suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and Educational Rights Holder steps for re-integration to school. Re-integration may include obtaining a written release from the Educational Rights Holder to speak with any health care providers; conferring with the student and Educational Rights Holder about any specific requests on how to handle the situation; informing the student's learning facilitators 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.

## Mental Health Services

The Charter School recognizes that, when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

### Available at School:

- School-based counseling services – your child is encouraged to request from their assigned learning facilitator connection with counseling services MYA's school

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psychologist supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact MYA's Special Education Program Manager to request an evaluation: [programmanager@myacademy.org](mailto:programmanager@myacademy.org) or (619) 343-2048 x 123.
- Prescription medication while at a school function – if your child requires prescription medication while attending a school function and you would like assistance from School staff in providing this medication to your child, please contact your student's learning facilitator.

#### Available in the Community:

- Imperial County - [Imperial County Behavioral Health Services](#)
- Riverside County - [Riverside County Department of Mental Health](#)
- San Diego County - [County of San Diego Health and Human Services Agency](#)
- Orange County - [OC Health Care Agency](#)

Mental Health Plan (MHP) in each county is responsible for providing or arranging for the provision of Specialty Mental Health Services (SMHS) to Medi-Cal beneficiaries.

- Imperial County: (800) 817-5292
- Riverside County: (800) 706-7500
- San Diego County: (888) 724-7240
- Orange County: (800) 723-8641

#### Available Nationally:

- 211 - 211 is a free information and referral service that connects people to health and human services in their community 24 hours a day, 7 days a week. 211 serves people of all income levels, languages and cultural backgrounds and is available to 96% of Californians and to 85% of U.S. households. 211 programs are supported by United Way, public and private funders, city and county agencies and more. In fact, California United Ways operate and/or provide major funding for 2-1-1 programs throughout the state. 211 also plays a critical role in providing information and support in times of

disaster, such as evacuation, shelter, food, medical and recovery information, and provides public officials with feedback from callers about changing conditions.

- California Youth Crisis Hotline – 1 (800) 843-5200  
The California Youth Crisis Line is a 24/7 statewide emergency response system for youth (ages 12-24) and families in crisis. Professionally trained staff and volunteer counselors respond to calls regarding thoughts of suicide, depression, bullying, health and identity questions, trauma, human trafficking or any teen-related struggle. Translation services are available for multiple languages.
- The 988 Suicide & Crisis Lifeline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours by dialing 988.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

## Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

## Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the Executive Director or designee with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

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An Educational Rights Holder having control or charge of any child enrolled in the Charter School may file annually with the Executive Director or designee a written and signed statement stating that the Educational Rights Holder will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

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

A copy of the UCP is available in the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

### Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

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

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3. Prepare staff to respond to the needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment;
  - b. Talking points for staff to notify students;
  - c. Resources available to students
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
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, learning facilitators, 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.

### School Safety Plan

MY Academy recognizes that students have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. Additionally, there are a few instances even in an independent study model, that require a clear emergency preparedness plan. The Charter School has developed a Comprehensive School Safety Plan, which is written to address the safety of both the students and the staff.

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The Comprehensive School Safety Plan can be found [here](#).

## Staff Development

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for 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;
  - 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.

### Student Identification (ID) Cards

Student ID cards are available for all enrolled students in TK-12th grade. To request a card, contact your LF. Please allow up to two weeks for processing and mailing. Any questions should be directed to the student's LFTOR.

In order to be in compliance with local daytime loitering laws, in the community where a student is, students should have their MYA ID card in their possession any time school is in session.

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.

### Student Participation and Education

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*Revised: January 9, 2025*

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

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the 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).

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

## Suicide Prevention Policy

~~Policy Adopted: October 10, 2019~~

~~Policy Revised: July 9, 2020~~

~~Policy Reviewed: August 19, 2021~~

~~Policy Revised: December 14, 2023~~

~~Policy Reviewed: December 11, 2025~~ 12, 2024

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

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~~Revised: January 9, 2025~~

~~Revised: October 9, 2025~~

support the emotional and behavioral well-being of youth.

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

## Staff Development

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for 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;

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- 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;
    - 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

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

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

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 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:

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1. School Counselor
2. School Psychologist

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

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's Educational Rights Holder as soon as possible if appropriate and in the best interest of the student. Determination of notification to Educational Rights 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;

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- d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - e. Moving all other students out of the immediate area if applicable;
  - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the Educational Rights Holder and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the Educational Rights Holder that the follow-up treatment has been accessed. Educational Rights Holders will be required to provide documentation of care for the student. If Educational Rights Holders refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the Educational Rights Holder to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's Educational Rights Holder about facts that may be divulged in accordance with the

laws governing confidentiality of student record information, the Executive Director or designee may provide students, Educational Rights Holders, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

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

1. Contact the Educational Rights Holder and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the Educational Rights Holder to share information to ensure the facts regarding the crisis are correct.
4. The school Director or designee, as outlined in MYA Board Policy 1112, will coordinate media requests with the suicide prevention liaison.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and Educational Rights Holder steps for re-integration to school. Re-integration may include obtaining a written release from the Educational Rights Holder to speak with any health care providers; conferring with the student and Educational Rights Holder about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the Educational Rights Holder to involve the student in an aftercare plan.

### Supporting Students during or after a Mental Health Crisis

Students shall be encouraged to notify a teacher, the Executive Director, another school

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

### Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

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



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.

~~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.~~¶

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*Revised: month, day, year Adopted: October 10, 2019*¶

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*Revised: January 9, 2025*¶

*Revised: October 9, 2025*



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



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

View the complete Suicide Prevention Policy via this [link](#).

### Supporting Students during or after a Mental Health Crisis

Students shall be encouraged to notify a learning facilitator, 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.

## Surveys About Personal Beliefs

Unless the student's Educational Rights Holder gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's Educational Rights Holders' personal beliefs or practices in sex, family life, morality, or religion.

## Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, Educational Rights Holder, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

MY Academy does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage,

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems, such as e-cigarettes, is prohibited at all MY Academy events, at all times by all persons, including employees, students, and visitors.

### Universal Meals Program

Pursuant to California law, commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade twelve (12). Applications for school meals are included in the ~~RegOnline enrollment process~~ ~~first-day packets~~ to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

Because MY Academy does not operate a school site, resource center, meeting space or other satellite facility, meals are not provided as part of the Universal Meal Program.

## Special Populations

### Education of Foster and Mobile Youth

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

- "Foster youth" means any of the following:
  1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile court).
  2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.

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3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
  5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- “*Former juvenile court school student*” means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
  - “*Child of a military family*” refers to a student who resides in the household of an active duty military member.
  - “*Currently Migratory Child*” refers to a child who, within the last 12-months, has moved with an Educational Rights Holder, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose Educational Rights Holders have been informed of the child’s eligibility for migrant education services. This includes a child who, without the Educational Rights Holder, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
  - “*Student participating in a newcomer program*” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, an Educational Rights Holder for a Foster and Mobile Youth will be referred to as an “Educational Rights Holder.”

Notice for Foster and Mobile Youth Liaison:

The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Motivated Youth Academy  
 Student Success Coordinator  
 500 La Terraza Blvd, Suite 150  
 Escondido, CA 92025  
 (619) 343-2048  
 fosterandmobileyouth@myacademy.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school for foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their Educational Rights Holder to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, clubs or esports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

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

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the Educational Rights Holder, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

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

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

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*Revised: month, day, year Adopted: October 10, 2019*

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*Revised: January 9, 2025*

*Revised: October 9, 2025*



the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

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

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

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

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

the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without Educational Rights Holder consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available as a link in the Appendices of this handbook.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete [Education for Foster and Mobile Youth](#)

~~policy~~~~foster youth policy~~ shall be provided at the time of enrollment. A copy of the complete Policy is available as a link in the Appendices of this handbook.

## Education of Homeless Children and Youth

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

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

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

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

Motivated Youth Academy  
~~Community Program Specialist~~~~Student Success Coordinator~~  
 500 La Terraza Blvd, Suite 150  
 Escondido, CA 92025  
 (619) 343-2048

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~~Revised: October 9, 2025~~

fosterandmobileyouth@myacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Educational Rights Holders are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by Educational Rights Holders of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the Educational Rights Holders of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Educational Rights Holders and any unaccompanied youth are fully informed of all transportation services, as applicable.

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8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

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

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

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

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will

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*Revised: month, day, year Adopted: October 10, 2019*

*Revised: July 2022*

*Revised: January 11, 2024*

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

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

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

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

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

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the



United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office [or via this link](#).

## English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to Educational Rights Holders, student identification, placement, program options, English Learners and core content instruction, learning facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and Educational Rights Holders.

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*Revised: month, day, year* ~~Adopted: October 10, 2019~~

~~Revised: July 2022~~

~~Revised: January 11, 2024~~

~~Revised: October 8, 2024~~

~~Revised: January 9, 2025~~

~~Revised: October 9, 2025~~

For detailed information about English Language Learners, please see MYA's [English Learner Master Plan](#).

## Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The Educational Rights Holder of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director or designee.

MY Academy adheres to all Section 504 legal requirements. For students transferring to MY Academy with an existing 504 Plan, MYA staff will hold a review meeting within the first 30 days of enrollment to review the current 504 Plan to collaborate with the 504 team, and update the 504 plan with the accommodations that can reasonably be implemented within MY Academy's personalized learning school model. For currently enrolled MY Academy students with an existing 504 plan, 504 review meetings are offered at the beginning of every school year. For more information on MY Academy Charter School's 504 Program, see the policy under the Appendices section of this Handbook or email [info@myacademy.org](mailto:info@myacademy.org).

MY Academy does not discriminate on the basis of race or ethnicity, color, national origin, sex, disability, age, gender, gender identity, gender expression, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes sent forth in Penal Code section 422.55, including immigration status. My Academy does not discriminate on the basis of sex in the education program/activity of the school, and that it is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in the education programs/activities of the school extends to admission and employment, and inquiries about the application for Title IX to the school may be referred to MY Academy's Title IX Coordinator, to the Assistant Secretary of Education, or both. Complaints alleging noncompliance may also

be made by contacting the school's Executive Director. A copy of the school's nondiscrimination policy and Title IX policy is available upon request.

Section 504 requires MY Academy to provide a free appropriate public education to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

### Special Education / Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Sonoma County Charter SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with Educational Rights Holders, the student, learning facilitators, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. Under the IDEA, Educational rights holders have a right to inspect, review, and obtain copies of their child's educational records. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Special Education Program Manager, at [programmanager@myacademy.org](mailto:programmanager@myacademy.org) or (619) 343-2048 x123.

MY Academy will collect information about a student's special education eligibility or services. The educational rights holder of a child should submit to the Special Education Department a complete copy of the student's most recent IEP (Individualized Education Plan), 504 plan, or any related special education documentation, if your child was receiving special education services in the past. In addition, MY Academy will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which your child was enrolled, including records relating to providing special education and related services to your child, and offering a Free and Appropriate Public Education ("FAPE"). If you have a student who receives special education services, please review this [Notice of Procedural Safeguards](#) to understand the special education rights of both educational rights holders and students.

## Student Rights, Conduct, & Complaint Procedures

### Educational Records and Student Information

The Family Educational Rights and Privacy Act ("FERPA") affords Educational Rights Holders and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within five (5) school days after the day MY Academy receives a request for access.

Educational Rights Holders must submit to the Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the Educational Rights Holders of the time and place where the records may be inspected.

2. Educational Rights Holders have the right to request an amendment of the student's education records that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Educational Rights Holders who wish to ask the school to amend a record must write to the Executive Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MY Academy decides not to amend the record as requested by the Educational Rights Holder or eligible student, MY Academy will notify the Educational Rights Holders of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Educational Rights Holders when notified of the right to a hearing. If MY Academy agrees to amend the record as requested, the Executive Director must order the correction or the removal and destruction of the information and inform the Educational Rights Holders of the amendment in writing.

3. The right to provide written consent before MY Academy discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter school officials with legitimate educational interests. For this purpose, a Charter 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 Charter School's Board of Directors. A Charter School official may also include a volunteer, consultant, or vendor outside of the Charter School 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 school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; or contracted provider of digital educational platforms and/or services, an Educational Rights Holder 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 a task on behalf of the Charter School. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to

officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. 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 processes FERPA complaints are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

5. The right to 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 consent.

FERPA permits the disclosure of PII from a students' education records, without consent of the Educational Rights Holders, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the Educational Rights Holder or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Educational Rights Holders and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the Educational Rights Holders or the eligible student:

- To Charter School officials, including learning facilitators, within the educational agency or institution whom the school has determined have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, as defined by 34 C. F. R. Part 99; To officials of another school, school system, or institution of

postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if 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 Holders of the request for records at the parents/guardians/educational right holders' last known address, unless the disclosure is initiated by the Educational Rights Holders. Additionally, the Charter School will give the Educational Rights Holders, upon request, a copy of the record that was disclosed and give Educational Rights Holders, upon request, an opportunity for a hearing;

- To certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- 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 Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- Accrediting organizations in order to carry out their accrediting functions;
- Educational Rights Holders of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- 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 students may seek a protective order;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- 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 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 nonrelated 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 students 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

- 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 discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without an Educational Rights Holder’s or eligible student’s prior written consent. The Charter School has designated the following information as directory information:

- Student’s name
- Student’s address
- Educational Rights Holder’s address
- Telephone listing
- Student’s electronic mail address
- Educational Rights Holder’s electronic mail address
- Photograph/video
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- 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 social security number, in whole



or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at:

Executive Director  
Motivated Youth Academy  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
admin@myacademy.org

A copy of the complete Policy is available upon request at the main office.

### Professional Boundaries: Staff/Student Interaction Policy

Motivated Youth Academy ("MY Academy" or "Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

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*Revised: month, day, year Adopted: October 10, 2019*

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*Revised: October 8, 2024*

*Revised: January 9, 2025*

*Revised: October 9, 2025*

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by Educational Rights Holders, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a

student/learning facilitator relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or Educational Rights Holder point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.

- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Educational Rights Holder and Supervisor Permission

(These behaviors should only be exercised when a staff member has Educational Rights Holder and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting Educational Rights Holders' written consent for any after-school activity.

- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping Educational Rights Holders informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career

### School Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend school activities which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

### Student Freedom of Speech and Expression

MY Academy believes that free inquiry and exchange of ideas are essential parts of a democratic education. MYA respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to:

1. the use of bulletin boards
2. the distribution of printed materials or petitions
3. wearing of buttons, badges, and other insignia
4. the right of expression in official school publications. "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing

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*Revised: January 9, 2025*

*Revised: October 9, 2025*

classes and distributed to the student body either free or for a fee. The Executive director or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

The complete policy is in the Appendices of this handbook.

## Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy

*Policy Adopted: October 10, 2019*

~~*Revised: August 13, 2020*~~

~~*Revised: September 13, 2021*~~

~~*Revised: December 14, 2023*~~

~~*Revised: December 12, 2024*~~

*Revised: December 11, 2025*

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.

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~~*Revised: October 8, 2024*~~

~~*Revised: January 9, 2025*~~

~~*Revised: October 9, 2025*~~

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.

#### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Gigi Lenz  
 Title IX/Uniform Complaint Procedure Coordinator  
 (619) 343-2048  
[glenz@myacademy.org](mailto:glenz@myacademy.org)

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*Revised: January 9, 2025*

*Revised: October 9, 2025*



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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~~*Revised: July 2022*~~

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~~*Revised: October 8, 2024*~~

~~*Revised: January 9, 2025*~~

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5. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
6. submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
7. 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
8. 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:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - 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.
  - 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.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - 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.

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

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

## Prohibited Bullying

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

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

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

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

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

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:

- A message, text, sound, video, or image.
- A post on a social network Internet Website including, but not limited to:
  5. 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.
  6. 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.
  7. 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.
- An act of "cyber sexual bullying" including, but not limited to:
  - 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.

- “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.
- 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.

#### 1. Cyberbullying Prevention Procedures

Charter School advises students:

- o To never share passwords, personal data, or private photos online.
- o To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- o 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.
- o 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.

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:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- 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, intimidation or bullying against a protected group or on the basis of a person’s association

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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

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*Revised: January 9, 2025*

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(619) 343-2048

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

150 La Terraza Blvd Ste 150

Escondido, CA 92025

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. 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

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submitting false information during the grievance process is prohibited and may result in disciplinary action.

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

### Supportive Measures

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

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

### Investigation and Response

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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:

- Notice of the Allegations
  - 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:
  - 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;
  - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
  - A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal

- o 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.
- o 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.
- o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
    - i. Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - o Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process

- o 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.
  - o 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.
  - o 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.
  - o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - o 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.
  - o 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.
  - o 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.
- Dismissal of a Formal Complaint of Sexual Harassment
    - o If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.

- o Charter School may dismiss a formal complaint of sexual harassment if:
  - The complainant provides a written withdrawal of the complaint to the Coordinator;
  - The respondent is no longer employed or enrolled at Charter School; or
  - The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- o 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.
- Determination of Responsibility
  - o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - o Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of Charter School's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - 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
    - 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.

### Right of Appeal

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

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

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

### Recordkeeping

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

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

- a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.

- d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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





## 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):

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

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

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To be completed by the Charter School:

Received by: \_\_\_\_\_

Date \_\_\_\_\_

Follow up meeting with complainant held on: \_\_\_\_\_

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

~~As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. Hereafter, such actions are referred to as "misconduct prohibited by this policy." ¶¶~~

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

~~Moreover, the School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or~~

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~~volunteer actions and relationships regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this policy and take appropriate corrective action, if warranted. ¶¶~~

#### ~~TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING COORDINATOR ("COORDINATOR"): ¶¶~~

~~¶¶~~

~~Gigi Lenz, Operations and Program Manager ¶¶~~

~~Title IX/Uniform Complaint Procedure Coordinator ¶¶~~

~~(649) 343-2048 ¶¶~~

~~glenz@myacademy.org ¶¶~~

~~500 La Terraza Blvd Ste 150 ¶¶~~

~~Escondido, CA 92025 ¶¶~~

#### ~~PROHIBITED UNLAWFUL HARASSMENT UNDER TITLE IX ¶¶~~

~~Prohibited Unlawful Harassment is defined as: ¶¶~~

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

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

#### ~~SEXUAL HARASSMENT ¶¶~~

~~Motivated Youth Academy is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. ¶¶~~

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~~Revised: January 9, 2025 ¶¶~~

~~Revised: October 9, 2025~~

~~Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: ¶¶~~

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

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

~~Sexual harassment may include, but is not limited to: ¶¶~~

- ~~1. Physical assaults of a sexual nature, such as: ¶¶~~
  - ~~a. Rape, sexual battery, molestation or attempts to commit these assaults. ¶¶~~
  - ~~b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body. ¶¶~~
- ~~2. Unwanted sexual advances, propositions or other sexual comments, such as: ¶¶~~
  - ~~a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience. ¶¶~~
  - ~~b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct. ¶¶~~
  - ~~c. Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex. ¶¶~~
- ~~3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as: ¶¶~~

- ~~a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.¶¶~~
- ~~b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.¶¶~~
- ~~c. Displaying signs or other materials purporting to segregate an individual by sex in¶¶  
an area of the educational environment (other than restrooms or similar rooms).¶¶~~

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

#### ~~PROHIBITED BULLYING ¶¶~~

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

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

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

~~\* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs~~

~~pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs. ¶¶~~

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

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

- ~~1. A message, text, sound, video, or image. ¶¶~~
- ~~2. A post on a social network internet website including, but not limited to: ¶¶~~
  - ~~a. Posting to or creating a burn page. A "burn page" means an internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above. ¶¶~~
  - ~~b. Creating a credible impersonation\* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. \*"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. ¶¶~~
  - ~~c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. ¶¶~~
- ~~3. An act of "cyber sexual bullying" including, but not limited to: ¶¶~~
  - ~~a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above,~~

~~shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.¶¶~~

- ~~b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.¶¶~~
- ~~c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.¶¶~~

## ~~GRIEVANCE PROCEDURES ¶¶~~

### ~~Reporting ¶¶~~

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

~~Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the coordinator. ¶¶~~

~~¶¶~~

~~Gigi Lenz, Operations and Program Manager ¶¶~~

~~Title IX/Uniform Complaint Procedure Coordinator ¶¶~~

~~(649) 343-2048 ¶¶~~

~~glenz@myacademy.org ¶¶~~

~~500 La Terraza Blvd Ste 150 ¶¶~~

~~Escondido, CA 92025 ¶¶~~

~~Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. ¶¶~~

~~While submission of a written report is not required, the reporting party is encouraged to~~

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~~submit a written report to the coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report. ¶¶~~

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

~~Motivated Youth Academy acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the coordinator or designee on a case-by-case basis. ¶¶~~

~~Motivated Youth Academy prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter. ¶¶~~

~~All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law. ¶¶~~

### ~~Investigation ¶¶~~

~~Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, Educational Rights Holder, volunteer, visitor or affiliate of the School, the coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, the coordinator or administrative designee will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete. ¶¶~~

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~~At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.~~¶¶

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

#### ~~Consequences~~¶¶

~~Students or employees who engage in misconduct prohibited by this policy will be subject to disciplinary action.~~¶¶

~~¶¶~~

#### ~~Uniform Complaint Procedures~~¶¶

~~When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.~~¶¶

#### ~~Right of Appeal~~¶¶

~~Should the complainant find the coordinator’s resolution unsatisfactory, the complainant may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the complainant’s appeal and render a final decision.~~¶¶

~~¶¶~~

~~A copy of the TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM is available on the following page and can also be downloaded here.~~¶¶

~~¶¶~~



~~TITLE IX, Harassment, Intimidation, Discrimination & 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.¶~~

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 Signature of Complainant

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 Date

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 Print Name

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 To be completed by the Charter School:

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 Received by:

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 Date

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 Follow up meeting with complainant held on:

### Uniform Complaint Procedures ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

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- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs; and
- School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP")

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under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

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

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Motivated Youth Academy  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
admin@myacademy.org

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the

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

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents

exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or Educational Rights Holder as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge and is available under the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a hard copy of the UCP, please contact the Executive Director.

A copy of the Uniform Complaint Procedure Form is available on the following page and can also be [downloaded here](#).



## UNIFORM COMPLAINT PROCEDURE FORM

Last Name:\_\_\_\_\_ First Name/MI:\_\_\_\_\_

Student Name (if applicable):\_\_\_\_\_ Grade:\_\_\_\_\_ Date of Birth:\_\_\_\_\_

Street Address/Apt.#:\_\_\_\_\_

City:\_\_\_\_\_ State:\_\_\_\_\_ Zip Code:\_\_\_\_\_

Home Phone:\_\_\_\_\_ Cell Phone:\_\_\_\_\_ Work Phone:\_\_\_\_\_

School/Office of alleged violation:\_\_\_\_\_

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |  |  |
|--|--|
| <input type="checkbox"/> Adult Education<br><input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training<br><input type="checkbox"/> Child Care and Development<br><input type="checkbox"/> Consolidated Categorical Aid Programs<br><input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> Every Student Succeeds Act<br><input type="checkbox"/> Local Control Funding Formula/Local Control and Accountability Plan<br><input type="checkbox"/> Migrant Education Programs<br><input type="checkbox"/> Regional Occupational Centers and Programs<br><input type="checkbox"/> School Plans for School Achievement<br><input type="checkbox"/> School Safety Plan<br><input type="checkbox"/> Pupil Fees<br><input type="checkbox"/> Pregnant, Parenting or Lactating Student |
|--|--|

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

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

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

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

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents.

☐ Yes

☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Gigi Lenz

Operations and Program Manager

500 La Terraza Blvd

Escondido, CA 92025

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### Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's Educational Rights Holder may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

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*Revised: July 2022*

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*Revised: January 9, 2025*

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## Policy Appendix

All policies listed in the appendix are public record and meet the legal annual notice requirements.

### Community Relations

[Access to Public Records Policy](#)

[COVID-19 Safe Reopening and Operation of Schools Policy](#)

[School Sponsored Field Trips and Cultural Excursions Policy](#)

[Suicide Prevention Policy](#)

[Uniform Complaint Procedures Policy](#)

### Instruction

[130 Credit Graduation Path Policy](#)

[Attendance Policy](#)

[Independent Study Policy](#)

[Comprehensive School Safety Plan](#)

[Comprehensive Sexual Health Education Policy](#)

[Education for Foster Youth Policy](#)

[Education for Homeless Children and Youth Policy](#)

[Local Assessments Policy](#)

[Mathematics Placement Policy](#)

[Section 504 - Policy, Procedures, and Parent Rights](#)

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*Revised: month, day, year Adopted: October 10, 2019*

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[Special Education Assessment Requests Policy](#)

[Special Education Certificate of Completion Policy](#)

[Special Education Independent Educational Evaluation Policy](#)

## **Personnel Services**

[Mandated Reporter - Child Abuse Policy](#)

## **Student Services**

[Academic Integrity Policy](#)

[Acceleration Policy](#)

[Acceptable Use Policy](#)

[Cell Phones, Smartphones, Pagers, and Other Electronic Signaling Devices Policy](#)

[Communicable Contagious or Infectious Disease Prevention](#)

[Comprehensive Self-Harm and Suicide Policy and Procedures](#)

[Educational Records and Student Information Policy](#)

[Immunization Policy](#)

[Student Freedom of Speech and Expression Policy](#)

[Student Services Concepts and Roles](#)

[Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#)

[Transgender and Gender Nonconforming Student Nondiscrimination Policy](#)

[Transcripts from Non-Accredited Institutions Policy](#)

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*Revised: month, day, year* ~~Adopted: October 10, 2019~~

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# Motivated Youth Academy

## Student and Educational Rights Holder Handbook



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Hello,

Welcome to Motivated Youth Academy. Students, staff, families and friends know us as MY Academy or MYA! It is a privilege to be your partner in education. MYA's goal is to provide you with a personalized and supportive educational experience. MY Academy seeks to serve students and families who benefit from flexible pacing and scheduling, learning that is individually targeted, and friendly. MY Academy is excited to support you in your educational journey.

Sincerely,

Bill Dobson, Interim Director

### **Contact MY Academy**

Mailing Address:

Motivated Youth Academy  
500 La Terraza Blvd. Suite #150  
Escondido, CA 92025

Contact Phone: (619) 343-2048

Contact Email: [info@myacademy.org](mailto:info@myacademy.org)

Website: <https://myacademy.org>

## General Information

### About Motivated Youth Academy (MYA)

Motivated Youth Academy (“MYA,” “MY Academy,” or “Charter School”) is a tuition-free, California non-classroom-based public charter school serving students who have fallen behind in school, those looking to get ahead and graduate early, or those who simply desire a non-traditional learning environment. Since 2014, MYA has offered students and families an alternative to traditional learning methods and environments. MYA believes that the student-learning facilitator relationship is critical to the development of a young person’s social, emotional, and academic well-being.

MYA provides students with the opportunity to engage in a variety of learning styles, creating what we call a ‘blended’ learning model. This innovative approach to education allows students to learn with great flexibility. Using traditional independent study learning strategies, MYA creates an enriched virtual model of blended learning where students benefit from the flexibility of virtual learning combined with personalized 1:1 support from a credentialed learning facilitator. Learning sessions are conducted face-to-face; learning facilitators go to the students and meet with them in their communities, at libraries, community centers, and similar public facilities, providing MYA students with the best of both worlds.

MYA serves students in grades TK-12, and young adults ages 19-24 seeking a high school diploma.

MYA is accredited by the Western Association of Schools and Colleges (“WASC”) and offers University of California (“UC”) and California State University (“CSU”) A-G coursework. The class lists are accepted by the National Collegiate Athletic Association (“NCAA”) and the National Association of Intercollegiate Athletics (“NAIA”). MY Academy’s independent study program provides three pathways to graduation: At-Promise, College and Career, and Credit Recovery. MYA offers multiple calendars each year, providing students and families with greater flexibility to pursue interests and take advantage of opportunities.

MYA understands the importance of providing students with a personalized course of study, which is why every MYA student receives a Motivated Youth Personalized Learning Adventure Now (“MY Plan”). A student’s MY Plan is developed based on their unique abilities, needs, and interests. MYA staff provides the support every student needs to identify their dreams and reach their goals. This is one of the many reasons students thrive at MYA—whether working from home, on the road, or anywhere their experiences and adventures take them.



## Mission Statement

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

## Core Values

- All are welcome
- We celebrate the small things
- We choose hope
- We are servant leaders
- Feedback is critical
- We pursue gratitude

## Vision Statement

MYA's vision is to be able to pivot and adapt to meet student needs and interests as they evolve and emerge in the 21st century.

## Calendar 2025-26 Links

You will find the MY Academy 2025-2026 School Calendars linked here and on the MY Academy website (<https://www.myacademy.org/calendar/>).

MY Academy operates three 175 day tracks to give students and families greater scheduling flexibility.

NOTE: A student may only enroll in one school track per year at MY Academy.

[Track E Calendar](#)

[Track F Calendar](#)

[Track G Calendar](#)

## Admissions, Registration, and Enrollment

Application, registration, and enrollment policies, procedures and activities comply with state and federal law. They are outlined in the Motivated Youth Academy's Charter Petition. NOTE: County Collaborative Charter School was renamed Motivated Youth Academy on July 1, 2020.

### Applications

Students who live in Imperial, Orange, Riverside, and San Diego counties and who express an interest in enrolling with MY Academy must first complete an application. This form requires:

- Student name
- Educational Rights Holder name
- Address and contact information for the Educational Rights Holder
- Student's date of birth
- Student's current grade
- Student's intended grade for enrollment
- Educational Rights Holder's signature and date

Once this document has been received, MYA will contact the Educational Rights Holder to share information about the unique learning model MY Academy uses. If the applicant determines that MY Academy's education model is a good match for the student and would like to enroll at MY Academy, then the Charter School will determine the availability of a trained and qualified credentialed learning facilitator to serve as the student's Learning Facilitator ("LF"). If an LF is available then the student will then be invited to complete the registration process, otherwise they are placed on a waitlist.

Students will be considered for admission without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Prior to admission, all Educational Rights Holders must agree to and sign the written agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the written agreement. Enrollment space will be based on need in the community and availability of qualified, trained credentialed learning facilitators to serve as the learning facilitator of record.

MY Academy will be non-sectarian in its programs, admissions policies, employment

practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

### ***Enrollment Requirements***

To enroll in MY Academy, students must live in one of the following counties: Imperial, Orange, Riverside, and San Diego. In accordance with charter law, students may not be concurrently enrolled in MY Academy and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend MY Academy.

Before the student is enrolled in MY Academy, a Written Agreement must be signed.

### ***Registration***

A registration application must be completed and signed by the student and Educational Rights Holder, and the required documents noted below, prior to a student being enrolled and placed on a learning facilitator's ("LF") roster.

To the extent required by applicable law, a complete registration application includes, but may not be limited to, the following properly submitted documents/information, which is applicable to all students unless otherwise noted:

- Proof of residency
- Birth certificate or proof of birthdate (such as a statement by the local registrar or a county recorder certifying the date of birth, a baptism certificate duly attested, a passport, or an affidavit of the Educational Rights Holder or custodian of the minor)
- Immunization record or this form indicating the Educational Rights Holder is waiving vaccinations (Please see the list of recommended vaccinations under Section E below.) Proof of Tdap (whooping cough vaccination) and Varicella (chickenpox) - Two (2) doses – Students entering 7th-12th grades or this [form](#) waiving vaccinations
- [Health Exam](#) – TK, Kindergarten, and 1st grade students and any student entering the public school system for the first time - or the signed [form](#) waiving this requirement. (See information below for the right to refuse.)
- [Oral Health Exam](#) – TK, kindergarten, and 1st grade students, and any student entering the public school system for the first time - or the signed [form](#) waiving this requirement.
- [Transcripts](#) – High school students only.

- [Caregiver Authorization Affidavit](#) – Only if person enrolling student is not the parent or legal guardian.

A student, and Educational Rights Holder who submits an incomplete registration application will be sent a notice of what is needed to complete their registration. The student, and Educational Rights Holder, will be expected to update the registration application information and provide the requested documents in order for the registration to be processed and the student enrolled in MY Academy.

A student, and Educational Rights Holder who is unable to submit a required document should immediately contact the MY Academy admissions department via email at [admissions@myacademy.org](mailto:admissions@myacademy.org) or phone/text (619) 343-2048. The admissions team will work with registrants to overcome barriers encountered in completing the registration process.

Acceptance of a student's registration application documents does not constitute enrollment with MY Academy until the following has occurred:

A student is not considered enrolled until they have met with their learning facilitator and the student, and Educational Rights Holder, signs the Independent Study Written Agreement ("Written Agreement"). All students' continued enrollment shall depend upon them fulfilling the terms of the Written Agreement.

## Advisory Councils

MY Academy believes that active participation from Educational Rights Holders, family members, trusted adults, students, and employees in school operations and governance helps foster a public school's long-term sustainability as a successful program. MYA welcomes Educational Rights Holders', family members', trusted adults', students', and employees' involvement and values open, positive communication.

MY Academy has established a School Site Council ("SSC"), Educational Partner Advisory ("EPAC") committee, and Staff Advisory Committees. Each plays an important role in molding MY Academy to be responsive to student, Educational Rights Holder, family member, trusted adult, and employee needs, while facilitating the opportunity for continual growth and improvement. The committees meet regularly and function to make recommendations and provide feedback to school administration regarding specific areas of school operations.

## Attendance

MY Academy's goal is for each student to be successful. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the student, and Educational Rights Holder responsibilities are not fulfilled. Please view this document for [MYA's Attendance Policy](#).

## Educational Rights Holder Liability for Student Conduct

The law states that an Educational Rights Holder of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school shall be liable for all damages caused by the minor.

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's Educational Rights Holder(s) are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's Educational Rights Holder in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's Educational Rights Holder are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

## Accepting High School Credits from Previous Schools

MY Academy will evaluate transcripts from a student's previous school and grant credit toward MY Academy graduation requirements if the credits were earned from an accredited school and are credits that could have been earned at MY Academy. Transcripts will be evaluated by a MY Academy school counselor.

## Transitional Kindergarten (TK)/Kinder Placement

**Transitional Kindergarten (TK):** In 2025-26, children are eligible for TK if they have their fourth birthday on or before September 1, 2025. **Kindergarten:** Students must turn five on or before September 1 to enroll in kindergarten.

## Immigrant Pupils' Rights

Under Education Code 234.7, all children have a right to equal access to free public education, regardless of their or their parents'/guardians' immigration status.

All children in California:

- Have the right to a free public education.
- Must be enrolled in school if they are between 6 and 18 years old.
- Have the right to attend safe, secure, and peaceful schools.
- Have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- Have equal opportunity to participate in any program or activity offered by the school without discrimination.

Additional information on this subject can be found directly from the [State of California Department of Justice website](#) and the [MY Academy website](#).

## Nondiscrimination Statement

MY Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations. My Academy shall not charge tuition and shall not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, disability, age, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), Education Code 234.7, Title VI of the Civil Rights Act of 1964 and the Individuals with Disabilities Education Act of 2004 ("IDEA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and

suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any Educational Rights Holder or student over the age of 18 at the following times: (1) when an Educational Rights Holder or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor, or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Ms. Gigi Lenz  
 Operations and Program Manager  
 Title IX/Uniform Complaint Procedure Coordinator  
 (619) 343-2048  
[glenz@myacademy.org](mailto:glenz@myacademy.org)  
 500 La Terraza Blvd, Suite 150

Escondido, CA 92025

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

For further information on notice of non-discrimination, visit the U.S. Department of Education [Office of Civil Rights \(OCR\)](#) for the address and phone number of the office that serves your area, or call 1-800-421-3481.

### Notice of Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the Educational Rights Holder of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's Educational Rights Holder or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's Educational Rights Holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon Educational Rights Holder request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's Educational Rights Holder or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.



If the Educational Rights Holder is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the Educational Rights Holder requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

### Work Permits

Work Permits are required for students under the age of 18 to secure employment. To request a work permit, students should contact their LF and complete the required paperwork. As of January 1st 2021, [AB 1963](#) requires proof that the student's work supervisor has been trained as a mandated reporter.

### Terminology

The following is a list of commonly used terms:

**Learning Facilitator (“LF”)**- A learning facilitator is a credentialed learning facilitator who works with students in grades TK-12 to support them in reaching their educational goals.

**Content Area Specialist (“CAS”)** - A Content Area Specialist is a credentialed learning facilitator who works with students in grades 6-12 and their families to support them in reaching their academic, content-specific goals.

**Learning Period (“LP”)** - The Instructional days between learning period meeting/the assignment.

**Weekly Meeting (“WM”)** - The meeting in which a minor student and Educational Rights Holder, or adult student, meet with their assigned LF once per week to review the learning that took place since the previous meeting, plan for future learning, and offer support to the student.

**Independent Study Written Agreement (“WA”)** - This is an agreement between the school, the learning facilitator, the student, and the student's Educational Rights Holder. It outlines the assigned coursework, methods of study, available resources, methods of evaluation, meetings, and board policies.

# Instructional Program

## Academic Guidance

The MY Academy Guidance Department staff is available to assist students and Educational Rights Holders with high school planning as well as college and career guidance. To request an appointment, visit the [MY Academy website](#) or email [schoolcounselor@myacademy.org](mailto:schoolcounselor@myacademy.org).

## Availability of Prospectus

Upon request, the Charter School will make available to any Educational Rights Holder, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

## Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school juniors/seniors by January 1st of their grade 11 academic year each year, unless the student (if the student is over age 18 years of age or older) or Educational Rights Holder (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or Educational Rights Holder, if the student is under 18 years of age) has opted out by or before September 1.

GPAs will be reported to Cal Grant on October 1 in order to meet the October 1 submission deadline. Students wishing to opt-out must complete and submit the opt-out form by September 1. Should the Cal Grant GPA Opt-Out form not be received by the date stated on the form, it is understood that the student has agreed to have their GPA submitted for Cal Grant consideration.

 [Cal Grant Opt GPA out form - English.pdf](#)

 [Cal Grant GPA opt out form - Spanish.pdf](#)

## Concerns about your Learning Facilitator (LF)

If a student, Educational Rights Holder or adult student has concerns regarding their LF that they are unable to resolve directly with the LF, please email [admin@myacademy.org](mailto:admin@myacademy.org) to set up a

meeting with a member of MYA's administrative team. MYA will assist the LF, the student, and Educational Rights Holder or adult student in working towards a positive working relationship.

### **Educational Rights Holders Portal in the Student Information System (SIS)**

Educational Rights Holders have access to the student information system ("SIS") through the parent portal. Click [this link](#) to access the portal. [This document](#) will support MYA families with the portal.

### **English Language Proficiency Assessments for California (ELPAC)**

Students who indicate a home language other than English on the registration form will be required to take the ELPAC Initial Assessment ("IA") within the first 30 calendar days of enrollment.

Students who have already been identified as an English Learner at MY Academy or at a previous school, will be required to annually take the ELPAC Summative Assessment "(SA)" during the spring testing window.

For more information about the ELPAC, visit <https://www.elpac.org/> or email [info@myacademy.org](mailto:info@myacademy.org).

### **Email Group for Educational Rights Holders**

One of the primary methods of communication to MYA students, families is through the MYA educational rights holders email group. Recipients receive time-sensitive communication, deadline reminders, and notifications. Educational rights holders must inform their LF via email if they would like to be included in the educational rights holders email group. Please notify the student's LF, if emails are not received within a week of enrolling.

### **Graduation Requirements**

MY Academy graduation requirements meet California Education Code requirements. MYA has an established "A-G" course list and the curriculum will meet or exceed UC/Cal State "A-G" course requirements.

MYA will configure its minimum course completion requirements and its credit award policy to be consistent with California Law. MYA will prescribe completion of the following, at a minimum:

- Three courses in English (English 9 A/B, 10 A/B, 11 A/B)

- Two courses in Mathematics, with one year of Algebra I mandatory \*
- Two courses in Science, including Biological and Physical Sciences
- Three courses in Social Studies (including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics)
- One course in Career Technical Education, Foreign Language or Visual and Performing Arts \*\*
- Two courses in Physical Education unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.

\*At least one course of the mathematics requirement shall be fulfilled by completion of Algebra I coursework.

\*\*Students will be advised that for UC entrance, two years of Foreign Language are required, three recommended, plus one year of Visual and Performing Arts, and four years of English.

MYA awards 5 credits per course, per semester.

### ***Pathways to Graduation***

MY Academy offers multiple pathways to graduation. Students are eligible for graduation when all requirements have been met. (Note; 5 credits are earned for completion of a one semester class.)

210 Credit General Education Pathway

<u>Subject Area</u>	<u>Credits</u>
English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10
College and Career	10
Physical Education	20
Electives	70
Career Technical Education, Foreign Language or Visual and Performing Arts	10
<b><u>Total Credits</u></b>	<b><u>210</u></b>

130 Credit Pathway (Board Policy 6130-MYA)

Motivated Youth Academy (“MYA”) recognizes that students may face significant barriers to achieving academic success due to their unique, individual circumstances. To enable such students to achieve state and charter school academic standards, MYA shall provide eligible students with full access to the MYA educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of students in the MYA Local Control Accountability Plan (“LCAP”).

Upon review by the School Counselor and Administration, and according to California state law, eligible students may participate in the State required minimum credit pathway of 130 credits.

Eligible students include, but are not limited to:

- AB 167/216 (Foster Care)

- AB 365 (Military Family)
- AB 1806/216 (Homeless)
- AB 2121 (Migratory/Newcomers)
- AB 2306 (Juvenile Courts)
- Credit Deficient
- Gap in enrollment
- Students who have experienced exceptional barriers or circumstances (at the approval of school administration).

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency ("LEA"). All students receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12:

<b><u>Subject Area</u></b>	<b><u>Credits</u></b>
English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10
Physical Education	20
Career Technical Education, Foreign Language or Visual and Performing Arts	10
<b><u>Total Credits</u></b>	<b><u>130</u></b>

Students and families who are considering opting for the 130 credit graduation pathway should consider the following limitations: Receiving a diploma through this exemption will affect a student's ability to gain direct admission to many post-secondary educational institutions, as students will not meet the A-G requirements for enrollment in a four-year

California university (CSU and UC) upon graduation from high school. Students may complete specific coursework and gain entry into the California State Universities through California Community Colleges

### Local Assessments

All MYA students take a series of local assessments at the beginning and conclusion of each school year. This information is used to develop each students' MY PLAN (Motivated Youth Personal Learning Adventure Now). In addition, it will also be used to measure individual student growth.

### Notice for Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12<sup>th</sup> grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:  
<https://studentaid.gov/announcements-events/fafsa-support>

The California Dream Act Application and information regarding the California Dream Act are available at: <https://dream.csac.ca.gov/landing>

### Physical Fitness Test

The Physical Fitness Test ("PFT") for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

Students in grades five, seven, and nine take the PFT. The test has multiple parts that measure students' fitness levels and abilities. For more information about the PFT, visit [www.cde.ca.gov](http://www.cde.ca.gov) or email [info@myacademy.org](mailto:info@myacademy.org).

### Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. An Educational Rights Holder of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments

related to that education through a passive consent (“opt-out”) process. The Charter School does not require active Educational Rights Holder consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Educational Rights Holders may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students’ health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. An Educational Rights Holder has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Educational Rights Holder shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student’s Educational Rights Holder excusing the student from participation. An alternative educational activity shall be made available to students whose Educational Rights Holder have requested that they not receive the instruction or participate in the test, questionnaire, or survey.



Please see [Comprehensive Sexual Health Education Policy](#) linked in the Appendices for further information.

## State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress (“CAASPP”). Notwithstanding any other provision of law, an Educational Rights Holder’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, Educational Rights Holders have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and/or a career.

Students in grades 3-8 and grade 11 are required by the California Department of Education to complete the CAASPP assessments. These tests occur during the spring each year. Student score reports include an overall score and a description of the student’s achievement level for English Language Arts/Literacy, Mathematics, and Science. They encompass the following assessments:

- Computer Adaptive Tests (CATs) for ELA and math; grades 3-8 and 11
- Performance Tasks (PTs) for ELA and math; grades 5-8 and 11
- California Science Test (CAST); grades 3-8 and 11 or 12
- California Alternate Assessment (CAA)

As stated above, Educational Rights Holders may opt out of state-mandated academic testing by submitting a written request to the school each year, but this only applies to the state-mandated assessments and ***MYA does not recommend opting out.*** MYA does not recommend opting out because charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school may have its Charter revoked if it does not provide sufficient data and demonstrate progress on students’ performance using a variety of assessments and indicators.

For more information about the CAASPP, visit <https://www.caaspp.org/> or email [info@myacademy.org](mailto:info@myacademy.org).

## Student Grades

### *High School Transcript*

The high school transcript is a record of the high school courses taken and the grades and credits earned.

To request an official transcript, please visit MYA's [Parchment service](#).

### *Report Cards*

As per California State Law, the learning facilitator assigns official grades. The grades awarded on the report card represent the professional evaluation by the learning facilitator of the student's progress toward state and school standards.

## Learning Facilitator Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the "Every Student Succeeds Act" ("ESSA"), all Educational Rights Holder of students attending the Charter School may request information regarding the professional qualifications of classroom learning facilitators and/or paraprofessionals, including at a minimum:

1. Whether the student's learning facilitator:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the learning facilitator provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the learning facilitator; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the Educational Rights Holder in a timely manner. Educational Rights Holder may contact the Executive Director at:

Executive Director

Motivated Youth Academy

500 La Terraza Blvd. Suite #150

Escondido, CA 92025

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

(619) 343-2048

to obtain this information.

MY Academy currently receives school-wide assistance grants based on student/family socioeconomic status upon enrollment. This funding is allocated for direct impact on our at-promise students, English Learner, homeless, foster, juvenile, delinquent, migratory, and any student who is working toward grade level proficiency. Title I funding provides students with the appropriate interventions and resources to improve their academic achievement and meet state standards.

#### School-Parent Compact

Our Parent/School Compact addresses legally required items, as well as other items suggested by parents and family members of Title I, Part A students.

#### Parents Right to Know Letter

If at any time your child has been taught for four or more consecutive weeks by a learning facilitator not highly qualified, the school will notify you.

#### Educational Rights Holders and Family Engagement Policy (Parent and Family Engagement Policy)

MY Academy has developed a written [Educational Rights Holders and Family Engagement Policy \(Parent and Family Engagement Policy\)](#) with input from Title I parents and families. MY Academy has distributed the Policy to parents of Title I students by posting it on the school website and including it in the Student and Educational Rights Holder Handbook. This Policy describes the means for carrying out the following Title I parent and family engagement requirements.

Additional information may be found on the California Department of Education website.

<https://www.cde.ca.gov/sp/sw/index.asp>

Melissa Lato, Intervention Coordinator

Ph: 619-343-2048

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

## Technology

MY Academy recognizes and utilizes technology as a powerful educational tool. For specific information about technology, view MYA's [Technology Usage Agreement](#).

## Western Association of Schools and Colleges ("WASC") Accreditation

MY Academy students are enrolled in a school that is fully accredited by WASC.

School accreditation:

- certifies to the public that the Charter School is a trustworthy institution of learning.
- validates the integrity of the Charter School's program and student transcripts.
- fosters improvement of the Charter School's program and operations to support student learning.
- assures the Charter School community that the Charter School's purpose is appropriate

Additionally, WASC accreditation is important because other schools, colleges and universities and the military often require applicants to have transcripts from accredited schools.

## Student Health, Welfare, & Safety

### Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their learning facilitator with a written statement, signed by their Educational Rights Holder, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the learning facilitator believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous

than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

### California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey (“CHKS”) to students at grades five, seven, nine, and eleven whose Educational Rights Holder provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

### Child Abuse Reporting

As mandated reporters, learning facilitators, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. All school staff are required to participate in yearly training to identify child abuse and learn how to report suspected abuse.

### Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include, but are not limited to, synthetic cannabinoids (“synthetic marijuana”, “spice”, “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

[Click here to view AB 889 – Pupil Safety: Synthetic Drugs](#)

[Click here for additional information from the CDPH Substance & Addiction Prevention Branch](#)

### **Employee Qualifications and Scope of Services**

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 Holders and Caregivers Participation and Education**

1. Educational Rights Holders and caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with Educational Rights Holders and 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 parent handbook.
3. Educational Rights Holders and caregivers should be invited to provide input on the development and implementation of this policy.
4. All Educational Rights Holders and 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.

## Firearm Safety Laws

"The California Legislature (Assembly Bill 452, Section 1, 2023) has found and declared:

- Guns are the third leading cause of death of children in America. Every day, eight children and teens are shot in instances of family fire, which is a shooting involving an improperly stored or misused gun found in the home resulting in injury or death.
- Data show that 75 percent of school shootings are facilitated by children having access to unsecured or unsupervised firearms at home. Eighty-seven percent of children know where their parents' firearms are stored, and 60 percent report that they have handled them.
- Over 80 percent of teens who have died by suicide used a firearm that belonged to someone in their home.

### Assembly Bill 452—Pupil Safety: Parental Notification, Firearm Safety Laws

Section 48986 has been added to the California Education Code (EC) and requires that beginning on July 1, 2023, all kindergarten through grade twelve school districts, county offices of education, and charter schools shall annually inform educational rights holders of California's child access prevention laws and laws relating to the safe storage of firearms at the beginning of the first semester or quarter of the regular school term. You will find Assembly Bill 452 on the California Legislative Information web page at [https://leginfo.ca.gov/faces/billTextClient.xhtml?bill\\_id=20210220AB452](https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=20210220AB452).

### Senate Bill 906—School Safety: Homicide Threats

Sections 49390 through 49395 have been added to the EC. This bill seeks to address homicidal threats in middle and high schools and applies only to local educational agencies that serve pupils in any grades from six through twelve as part of a middle school or high school. Local educational agencies serving these pupils must include information about child access prevention laws and laws relating to the safe storage of firearms in the annual notifications to educational rights holders at the beginning of the first semester or quarter of the regular school term. The law states that school officials are required to report homicidal threats or perceived threats, as defined, to law enforcement, who must conduct an immediate investigation and threat assessment, as defined. You will find Senate Bill 906 on the [California Legislative Information web page](#).

Parent/guardian annual notification that satisfies the model content requirement of Assembly Bill 452 and Senate Bill 906 is available in English and Spanish on the CDE Violence Prevention web page at <https://www.cde.ca.gov/lr/ss/vp/>.

It is our collective responsibility to ensure that students, staff, families, and communities are as prepared and safe as possible. Thank you for your attention and commitment to school safety."

The purpose of this section is to inform and to remind educational rights holders of all MY Academy students of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this section spells out California law regarding the storage of firearms. Please take some time to review this section and evaluate your own personal practices to assure that you and your family are in compliance with California law.

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the



child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.

- Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: Your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

## Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for Educational Rights Holders about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

## Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

TK/K-12 Admission

Diphtheria, Tetanus and Pertussis (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

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One

or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

### Entering 7<sup>th</sup> Grade

Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose

Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

### Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

- Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
- Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that MYA shall accept.
- Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, as defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
- Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction are exempt from immunizations, however MYA must still request, record, and report all enrolled student's immunization status.

### Intervention and Emergency Procedures

The Charter School designates the following administrators to act as the primary and

secondary suicide prevention liaisons:

1. School Counselor
2. School Psychologist

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

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's Educational Rights Holder as soon as possible if appropriate and in the best interest of the student. Determination of notification to Educational Rights Holders and caregivers should follow a formal initial assessment to ensure that the student is not endangered by Educational Rights Holder notification.

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

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

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
  - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Ensuring that the student is under continuous adult supervision until the Educational Rights Holder and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;

- e. Moving all other students out of the immediate area if applicable;
  - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
  3. Follow up with the Educational Rights Holder and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
  4. After a referral is made, the Charter School shall verify with the Educational Rights Holder that the follow-up treatment has been accessed. Educational Rights Holders will be required to provide documentation of care for the student. If Educational Rights Holders refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the Educational Rights Holder to identify barriers to treatment (e.g., cultural 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 learning facilitators, 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 suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and Educational Rights Holder steps for re-integration to school. Re-integration may include obtaining a written release from the Educational Rights Holder to speak with any health care providers; conferring with the student and Educational Rights Holder about any specific requests on how to handle the situation; informing the student's learning facilitators 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.

## Mental Health Services

The Charter School recognizes that, when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available at School:

- School-based counseling services – your child is encouraged to request from their assigned learning facilitator connection with counseling services MYA's school psychologist supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact MYA's Special Education Program Manager to request an evaluation: [programmanager@myacademy.org](mailto:programmanager@myacademy.org) or (619) 343-2048 x 123.
- Prescription medication while at a school function – if your child requires prescription medication while attending a school function and you would like assistance from School staff in providing this medication to your child, please contact your student's learning facilitator.

Available in the Community:

- Imperial County - [Imperial County Behavioral Health Services](#)
- Riverside County - [Riverside County Department of Mental Health](#)
- San Diego County - [County of San Diego Health and Human Services Agency](#)
- Orange County - [OC Health Care Agency](#)

Mental Health Plan (MHP) in each county is responsible for providing or arranging for the provision of Specialty Mental Health Services (SMHS) to Medi-Cal beneficiaries.

- Imperial County: (800) 817-5292
- Riverside County: (800) 706-7500
- San Diego County: (888) 724-7240
- Orange County: (800) 723-8641

Available Nationally:

- 211 - 211 is a free information and referral service that connects people to health and human services in their community 24 hours a day, 7 days a week. 211 serves people of all income levels, languages and cultural backgrounds and is available to 96% of Californians and to 85% of U.S. households. 211 programs are supported by United Way, public and private funders, city and county agencies and more. In fact, California United Ways operate and/or provide major funding for 2-1-1 programs throughout the state. 211 also plays a critical role in providing information and support in times of disaster, such as evacuation, shelter, food, medical and recovery information, and provides public officials with feedback from callers about changing conditions.

- California Youth Crisis Hotline – 1 (800) 843-5200  
The California Youth Crisis Line is a 24/7 statewide emergency response system for youth (ages 12-24) and families in crisis. Professionally trained staff and volunteer counselors respond to calls regarding thoughts of suicide, depression, bullying, health and identity questions, trauma, human trafficking or any teen-related struggle. Translation services are available for multiple languages.
- The 988 Suicide & Crisis Lifeline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours by dialing 988.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 **or visit** <https://www.thetrevorproject.org/>.
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

### Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

### Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the Executive Director or designee with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

An Educational Rights Holder having control or charge of any child enrolled in the Charter School may file annually with the Executive Director or designee a written and signed statement stating that the Educational Rights Holder will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or



infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Motivated Youth Academy  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
glenz@myacademy.org

A copy of the UCP is available in the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

### Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

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

### School Safety Plan

MY Academy recognizes that students have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. Additionally, there are a few instances even in an independent study model, that require a clear emergency preparedness plan. The Charter School has developed a Comprehensive School Safety Plan, which is written to address the safety of both the students and the staff.

The Comprehensive School Safety Plan can be found [here](#).

### Staff Development

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for 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;
    - 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.

### [Student Identification \(ID\) Cards](#)

Student ID cards are available for all enrolled students in TK-12th grade. To request a card, contact your LF. Please allow up to two weeks for processing and mailing. Any questions should be directed to the student's LF.

In order to be in compliance with local daytime loitering laws, in the community where a student is, students should have their MYA ID card in their possession any time school is in session.

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.

### Student Participation and Education

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

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the 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).

## Suicide Prevention Policy

*Policy Reviewed: December 11, 2025*

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

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

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to the school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and Educational Rights Holders, educators and

schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

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

### **Staff Development**

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for 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;
    - 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**

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 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 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 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; 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;
  - 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.



View the complete Suicide Prevention Policy via this [link](#).

### Supporting Students during or after a Mental Health Crisis

Students shall be encouraged to notify a learning facilitator, 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.

### Surveys About Personal Beliefs

Unless the student's Educational Rights Holder gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's Educational Rights Holders' personal beliefs or practices in sex, family life, morality, or religion.

### Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for

attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, Educational Rights Holder, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

MY Academy does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems, such as e-cigarettes, is prohibited at all MY Academy events, at all times by all persons, including employees, students, and visitors.

### Universal Meals Program

Pursuant to California law, commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade twelve (12). Applications for school meals are included in the RegOnline enrollment process to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

Because MY Academy does not operate a school site, resource center, meeting space or other satellite facility, meals are not provided as part of the Universal Meal Program.

## Special Populations

### Education of Foster and Mobile Youth

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

- *“Foster youth”* means any of the following:
  1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child’s home by juvenile court).
  2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
  3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
  5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
- *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
- *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with an Educational Rights Holder, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose Educational Rights Holders have been informed of the child’s eligibility for migrant education services. This includes a child who, without the Educational Rights

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Holder, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- “*Student participating in a newcomer program*” means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, an Educational Rights Holder for a Foster and Mobile Youth will be referred to as an “Educational Rights Holder.”

Notice for Foster and Mobile Youth Liaison:

The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Motivated Youth Academy  
Student Success Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
fosterandmobileyouth@myacademy.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school for foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their Educational Rights Holder to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities

that are available to all students, including, but not necessarily limited to, clubs or esports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is

reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

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

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the Educational Rights Holder, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

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

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

the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

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

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

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

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

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.



In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without Educational Rights Holder consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available as a link in the Appendices of this handbook.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete Education for Foster and Mobile Youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available as a link in the Appendices of this handbook.

## [Education of Homeless Children and Youth](#)

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

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to

the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of an Educational Rights Holder) may be considered homeless if they meet the above definition of “homeless.”

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

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

Motivated Youth Academy  
Community Program Specialist  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
fosterandmobileyouth@myacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs

administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Educational Rights Holders are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by Educational Rights Holders of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the Educational Rights Holders of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Educational Rights Holders and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

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

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

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

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

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

The Charter School shall notify students who are exempted from the Charter School's

additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

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

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

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

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

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.

3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office or via this [link](#)

## English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to Educational Rights Holders, student identification, placement, program options, English Learners and core content instruction, learning facilitator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized

testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and Educational Rights Holders.

For detailed information about English Language Learners, please see MYA's [English Learner Master Plan](#).

## Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The Educational Rights Holder of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director or designee.

MY Academy adheres to all Section 504 legal requirements. For students transferring to MY Academy with an existing 504 Plan, MYA staff will hold a review meeting within the first 30 days of enrollment to review the current 504 Plan to collaborate with the 504 team, and update the 504 plan with the accommodations that can reasonably be implemented within MY Academy's personalized learning school model. For currently enrolled MY Academy students with an existing 504 plan, 504 review meetings are offered at the beginning of every school year. For more information on MY Academy Charter School's 504 Program, see the policy under the Appendices section of this Handbook or email [info@myacademy.org](mailto:info@myacademy.org).

MY Academy does not discriminate on the basis of race or ethnicity, color, national origin, sex, disability, age, gender, gender identity, gender expression, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes sent forth in Penal Code section 422.55, including immigration status. My Academy does not discriminate on the basis of sex in the education program/activity of the school, and that it is required by Title IX not to discriminate in such a manner. The requirement not to discriminate in the education programs/activities of the school extends to admission and employment, and inquiries about the application for Title IX to the school may be referred to MY Academy's Title IX Coordinator, to the Assistant Secretary of Education, or both. Complaints alleging noncompliance may also

be made by contacting the school's Executive Director. A copy of the school's nondiscrimination policy and Title IX policy is available upon request.

Section 504 requires MY Academy to provide a free appropriate public education to qualified students who have a physical or mental impairment that substantially limits one or more major life activities.

### Special Education / Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Sonoma County Charter SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with Educational Rights Holders, the student, learning facilitators, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. Under the IDEA, Educational rights holders have a right to inspect, review, and obtain copies of their child's educational records. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact the Special Education Program Manager, at [programmanager@myacademy.org](mailto:programmanager@myacademy.org) or (619) 343-2048 x123.

MY Academy will collect information about a student's special education eligibility or services. The educational rights holder of a child should submit to the Special Education Department a complete copy of the student's most recent IEP (Individualized Education Plan), 504 plan, or any related special education documentation, if your child was receiving special education



services in the past. In addition, MY Academy will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which your child was enrolled, including records relating to providing special education and related services to your child, and offering a Free and Appropriate Public Education (“FAPE”). If you have a student who receives special education services, please review this [Notice of Procedural Safeguards](#) to understand the special education rights of both educational rights holders and students.

## Student Rights, Conduct, & Complaint Procedures

### Educational Records and Student Information

The Family Educational Rights and Privacy Act (“FERPA”) affords Educational Rights Holders and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within five (5) school days after the day MY Academy receives a request for access.

Educational Rights Holders must submit to the Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the Educational Rights Holders of the time and place where the records may be inspected.

2. Educational Rights Holders have the right to request an amendment of the student’s education records that they believe is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Educational Rights Holders who wish to ask the school to amend a record must write to the Executive Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MY Academy decides not to amend the record as requested by the Educational Rights Holder or eligible student, MY Academy will notify the Educational Rights Holders of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Educational Rights Holders when notified of

the right to a hearing. If MY Academy agrees to amend the record as requested, the Executive Director must order the correction or the removal and destruction of the information and inform the Educational Rights Holders of the amendment in writing.

3. The right to provide written consent before MY Academy discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter school officials with legitimate educational interests. For this purpose, a Charter 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 Charter School’s Board of Directors. A Charter School official may also include a volunteer, consultant, or vendor outside of the Charter School 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 school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; or contracted provider of digital educational platforms and/or services, an Educational Rights Holder 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 a task on behalf of the Charter School. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student’s enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. 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 processes FERPA complaints are:

Student Privacy Policy Office  
U.S. Department of Education

400 Maryland Avenue, SW  
Washington, DC 20202-8520

5. The right to 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 consent.

FERPA permits the disclosure of PII from a students' education records, without consent of the Educational Rights Holders, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the Educational Rights Holder or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Educational Rights Holders and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the Educational Rights Holders or the eligible student:

- To Charter School officials, including learning facilitators, within the educational agency or institution whom the school has determined have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, as defined by 34 C. F. R. Part 99; To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if 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 Holders of the request for records at the parents/guardians/educational right holders' last known address, unless the disclosure is initiated by the Educational Rights Holders. Additionally, the Charter School will give the Educational Rights Holders, upon request, a copy of the record that was disclosed and give Educational Rights Holders, upon request, an opportunity for a hearing;
- To certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- 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 Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

- Accrediting organizations in order to carry out their accrediting functions;
- Educational Rights Holders of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- 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 students may seek a protective order;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- 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 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 nonrelated 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 students 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
- 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 discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without an Educational Rights Holder's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

- Student's name

- Student's address
- Educational Rights Holder's address
- Telephone listing
- Student's electronic mail address
- Educational Rights Holder's electronic mail address
- Photograph/video
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- 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 social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at:

Executive Director  
Motivated Youth Academy  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
admin@myacademy.org

A copy of the complete Policy is available upon request at the main office.

### **Professional Boundaries: Staff/Student Interaction Policy**

Motivated Youth Academy ("MY Academy" or "Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by Educational Rights Holders, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/learning facilitator relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or Educational Rights Holder point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Educational Rights Holder and Supervisor Permission

**(These behaviors should only be exercised when a staff member has Educational Rights Holder and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors



- (a) Getting Educational Rights Holders' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping Educational Rights Holders informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career

### School Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the

inalienable right to attend school activities which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

### Student Freedom of Speech and Expression

MY Academy believes that free inquiry and exchange of ideas are essential parts of a democratic education. MYA respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to:

1. the use of bulletin boards
2. the distribution of printed materials or petitions
3. wearing of buttons, badges, and other insignia
4. the right of expression in official school publications. "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The Executive director or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any

expressions or distributing or posting any materials that are obscene, libelous, or slanderous. The use of “fighting words” or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

The complete policy is in the Appendices of this handbook.

## **Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy**

*Policy Adopted: October 10, 2019*

*Revised: December 11, 2025*

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.

### **Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

Gigi Lenz  
 Title IX/Uniform Complaint Procedure Coordinator  
 (619) 343-2048  
[glenz@myacademy.org](mailto: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:

5. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
6. submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
7. 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
8. 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:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

- o 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.
- o 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.
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - o 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.
  - o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
  - o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

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

## **Prohibited Bullying**

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

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

1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

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

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:

- A message, text, sound, video, or image.
- A post on a social network Internet Website including, but not limited to:
  5. 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.
  6. 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.
  7. 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.
- An act of "cyber sexual bullying" including, but not limited to:
  - 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.

- “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.
- 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.

#### **1. Cyberbullying Prevention Procedures**

Charter School advises students:

- o To never share passwords, personal data, or private photos online.
- o To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- o 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.
- o 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.

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:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- 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, 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](mailto:glenz@myacademy.org)  
150 La Terraza Blvd Ste 150  
Escondido, CA 92025

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. 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 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:

- Notice of the Allegations

- o 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:
  - o 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;
  - o A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - o A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
  - o A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.
- Emergency Removal
  - o 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.
  - o 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.
  - o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- Informal Resolution
  - a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
    - i. Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

- The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
    - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
  - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
- o Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- Investigation Process
  - o 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.
  - o 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.
  - o 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.
  - o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - o 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.
  - o 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.

- o 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.
- Dismissal of a Formal Complaint of Sexual Harassment
  - o If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
  - o Charter School may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at Charter School; or
    - The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - o 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.
- Determination of Responsibility
  - o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
  - o Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
    - The allegations in the formal complaint of sexual harassment;
    - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
    - The findings of facts supporting the determination;
    - The conclusions about the application of Charter School's code of conduct to the facts;
    - The decision and rationale for each allegation;
    - 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
    - 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.

### Right of Appeal

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

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

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

### Recordkeeping

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

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

- a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.

- b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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



## 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):

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\_\_\_\_\_. 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: \_\_\_\_\_

## Uniform Complaint Procedures (“UCP”)

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs; and
  - School Safety Plans.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation

in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

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

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Motivated Youth Academy  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
admin@myacademy.org

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged 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. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or Educational Rights Holder as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner,

apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge and is available under the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a hard copy of the UCP, please contact the Executive Director.

A copy of the Uniform Complaint Procedure Form is available on the following page and can also be [downloaded here](#).



### **UNIFORM COMPLAINT PROCEDURE FORM**

Last Name:\_\_\_\_\_ First Name/MI:\_\_\_\_\_

Student Name (if applicable):\_\_\_\_\_ Grade:\_\_\_\_ Date of Birth:\_\_\_\_\_

Street Address/Apt.#:\_\_\_\_\_

City:\_\_\_\_\_ State:\_\_\_\_\_ Zip Code:\_\_\_\_\_

Home Phone:\_\_\_\_\_ Cell Phone:\_\_\_\_\_ Work Phone:\_\_\_\_\_

School/Office of alleged violation:\_\_\_\_\_

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- |  |  |
|--|--|
| <input type="checkbox"/> Adult Education   | <input type="checkbox"/> Every Student Succeeds Act  |
| <input type="checkbox"/> Career Technical and Technical Education/Career Technical and Technical Training  | <input type="checkbox"/> Local Control Funding Formula/Local Control and Accountability Plan |
| <input type="checkbox"/> Child Care and Development  | <input type="checkbox"/> Migrant Education Programs  |
| <input type="checkbox"/> Consolidated Categorical Aid Programs   | <input type="checkbox"/> Regional Occupational Centers and Programs                          |
| <input type="checkbox"/> Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families | <input type="checkbox"/> School Plans for School Achievement                                 |
|  | <input type="checkbox"/> School Safety Plan  |
|  | <input type="checkbox"/> Pupil Fees  |
|  | <input type="checkbox"/> Pregnant, Parenting or Lactating Student                            |

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

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

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

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

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents.

☐ Yes

☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

Gigi Lenz

Operations and Program Manager

500 La Terraza Blvd

Escondido, CA 92025

### Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's Educational Rights Holder may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

## Policy Appendix

All policies listed in the appendix are public record and meet the legal annual notice requirements.

### Community Relations

[Access to Public Records Policy](#)

[COVID-19 Safe Reopening and Operation of Schools Policy](#)

[School Sponsored Field Trips and Cultural Excursions Policy](#)

[Suicide Prevention Policy](#)

[Uniform Complaint Procedures Policy](#)

### Instruction

[130 Credit Graduation Path Policy](#)

[Attendance Policy](#)

[Independent Study Policy](#)

[Comprehensive School Safety Plan](#)

[Comprehensive Sexual Health Education Policy](#)

[Education for Foster Youth Policy](#)

[Education for Homeless Children and Youth Policy](#)

[Local Assessments Policy](#)

[Mathematics Placement Policy](#)

[Section 504 - Policy, Procedures, and Parent Rights](#)

[Special Education Assessment Requests Policy](#)

[Special Education Certificate of Completion Policy](#)

[Special Education Independent Educational Evaluation Policy](#)

## **[Personnel Services](#)**

[Mandated Reporter - Child Abuse Policy](#)

## **[Student Services](#)**

[Academic Integrity Policy](#)

[Acceleration Policy](#)

[Acceptable Use Policy](#)

[Cell Phones, Smartphones, Pagers, and Other Electronic Signaling Devices Policy](#)

[Communicable Contagious or Infectious Disease Prevention](#)

[Comprehensive Self-Harm and Suicide Policy and Procedures](#)

[Educational Records and Student Information Policy](#)

[Immunization Policy](#)

[Student Freedom of Speech and Expression Policy](#)

[Student Services Concepts and Roles](#)

[Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#)

[Transgender and Gender Nonconforming Student Nondiscrimination Policy](#)

[Transcripts from Non-Accredited Institutions Policy](#)

# 2026-2027 School Year Academic Learning Calendar

	Track E								Track F								Track G								Federal holidays / notes	
Month	Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa			
Jun	28	29	30	1	2	3	4		28	29	30	1	2	3	4		28	29	30	1	2	3	4		Independence Day (observed), Independence Day	
Jul 2026	5	6	7	8	9	10	11	5	5	6	7	8	9	10	11		5	6	7	8	9	10	11			
	12	13	14	15	16	17	18	5	12	13	14	15	16	17	18		12	13	14	15	16	17	18			
	19	20	21	22	23	24	25	5	19	20	21	22	23	24	25		19	20	21	22	23	24	25			
	26	27	28	29	30	31	1	5	26	27	28	29	30	31	1		26	27	28	29	30	31	1			
Aug	2	3	4	5	6	7	8	5	2	3	4	5	6	7	8		2	3	4	5	6	7	8			
	9	10	11	12	13	14	15	5	9	10	11	12	13	14	15		9	10	11	12	13	14	15			
	16	17	18	19	20	21	22	5	16	17	18	19	20	21	22		16	17	18	19	20	21	22			
	23	24	25	26	27	28	29	5	23	24	25	26	27	28	29		23	24	25	26	27	28	29			
Sep	30	31	1	2	3	4	5	5	30	31	1	2	3	4	5	5	30	31	1	2	3	4	5		Labor Day	
	6	7	8	9	10	11	12	4	6	7	8	9	10	11	12	4	6	7	8	9	10	11	12			
	13	14	15	16	17	18	19	5	13	14	15	16	17	18	19	5	13	14	15	16	17	18	19			
	20	21	22	23	24	25	26	5	20	21	22	23	24	25	26	5	20	21	22	23	24	25	26	3		
Oct	27	28	29	30	1	2	3	5	27	28	29	30	1	2	3	5	27	28	29	30	1	2	3	5		
	4	5	6	7	8	9	10	5	4	5	6	7	8	9	10	5	4	5	6	7	8	9	10	5		Columbus Day (Not a school holiday)
	11	12	13	14	15	16	17	5	11	12	13	14	15	16	17	5	11	12	13	14	15	16	17	5		
	18	19	20	21	22	23	24	5	18	19	20	21	22	23	24	5	18	19	20	21	22	23	24	5		
Nov	25	26	27	28	29	30	31	5	25	26	27	28	29	30	31	5	25	26	27	28	29	30	31	5		
	1	2	3	4	5	6	7	5	1	2	3	4	5	6	7	5	1	2	3	4	5	6	7	5		
	8	9	10	11	12	13	14	4	8	9	10	11	12	13	14	4	8	9	10	11	12	13	14	4		Veterans Day
	15	16	17	18	19	20	21	5	15	16	17	18	19	20	21	5	15	16	17	18	19	20	21	5		
Dec	22	23	24	25	26	27	28	0	22	23	24	25	26	27	28	0	22	23	24	25	26	27	28	0		Thanksgiving Day (Green Date Numbers are Work days for Non 185 Calendar)
	29	30	1	2	3	4	5	5	29	30	1	2	3	4	5	5	29	30	1	2	3	4	5	5		
	6	7	8	9	10	11	12	5	6	7	8	9	10	11	12	5	6	7	8	9	10	11	12	5		
	13	14	15	16	17	18	19	5	13	14	15	16	17	18	19	5	13	14	15	16	17	18	19	5		Christmas Day (Green Date Numbers are Work days for Non 185 Calendar)
Jan 2027	20	21	22	23	24	25	26	0	20	21	22	23	24	25	26	0	20	21	22	23	24	25	26	0		New Year's Day (Green Date Numbers are Work days for Non 185 Calendar)
	27	28	29	30	31	1	2	0	27	28	29	30	31	1	2	0	27	28	29	30	31	1	2	0		
	3	4	5	6	7	8	9	5	3	4	5	6	7	8	9	5	3	4	5	6	7	8	9	5		
	10	11	12	13	14	15	16	5	10	11	12	13	14	15	16	5	10	11	12	13	14	15	16	5		
Feb	17	18	19	20	21	22	23	4	17	18	19	20	21	22	23	4	17	18	19	20	21	22	23	4		Martin Luther King Day
	24	25	26	27	28	29	30	5	24	25	26	27	28	29	30	5	24	25	26	27	28	29	30	5		
	31	1	2	3	4	5	6	5	31	1	2	3	4	5	6	5	31	1	2	3	4	5	6	5		
	7	8	9	10	11	12	13	5	7	8	9	10	11	12	13	5	7	8	9	10	11	12	13	5		
Mar	14	15	16	17	18	19	20	4	14	15	16	17	18	19	20	4	14	15	16	17	18	19	20	4		Presidents' Day
	21	22	23	24	25	26	27	5	21	22	23	24	25	26	27	5	21	22	23	24	25	26	27	5		
	28	1	2	3	4	5	6	5	28	1	2	3	4	5	6	5	28	1	2	3	4	5	6	5		
	7	8	9	10	11	12	13	5	7	8	9	10	11	12	13	5	7	8	9	10	11	12	13	5		
Apr	14	15	16	17	18	19	20	5	14	15	16	17	18	19	20	5	14	15	16	17	18	19	20	5		
	21	22	23	24	25	26	27	0	21	22	23	24	25	26	27	0	21	22	23	24	25	26	27	0		(Green Date Numbers are Work days for Non 185 Calendar)
	28	29	30	31	1	2	3	5	28	29	30	31	1	2	3	5	28	29	30	31	1	2	3	5		
	4	5	6	7	8	9	10	4	4	5	6	7	8	9	10	5	4	5	6	7	8	9	10	5		
May	11	12	13	14	15	16	17	5	11	12	13	14	15	16	17	5	11	12	13	14	15	16	17	5		
	18	19	20	21	22	23	24	5	18	19	20	21	22	23	24	5	18	19	20	21	22	23	24	5		
	25	26	27	28	29	30	1	5	25	26	27	28	29	30	1	5	25	26	27	28	29	30	1	5		
	2	3	4	5	6	7	8	5	2	3	4	5	6	7	8	5	2	3	4	5	6	7	8	5		
Jun	9	10	11	12	13	14	15	5	9	10	11	12	13	14	15	5	9	10	11	12	13	14	15	5		
	16	17	18	19	20	21	22	5	16	17	18	19	20	21	22	5	16	17	18	19	20	21	22	5		
	23	24	25	26	27	28	29	5	23	24	25	26	27	28	29	5	23	24	25	26	27	28	29	5		
	30	31	1	2	3	4	5	4	30	31	1	2	3	4	5	4	30	31	1	2	3	4	5	4		Memorial Day
Jun	6	7	8	9	10	11	12	5	6	7	8	9	10	11	12	5	6	7	8	9	10	11	12	5		
	13	14	15	16	17	18	19	4	13	14	15	16	17	18	19	4	13	14	15	16	17	18	19	4		Juneteenth (observed), Juneteenth
	20	21	22	23	24	25	26	4	20	21	22	23	24	25	26	4	20	21	22	23	24	25	26	4		
	27	28	29	30	1	2	3	3	27	28	29	30	1	2	3	3	27	28	29	30	1	2	3	3		



## Coversheet

### Approval of 2024-2025 School Accountability Report Card (SARC)

**Section:** IX. Education/Student Services  
**Item:** A. Approval of 2024-2025 School Accountability Report Card (SARC)  
**Purpose:** Vote  
**Submitted by:** Gigi Lenz  
**Related Material:**  
2024-2025 School Accountability Report Card (SARC) - Presentation - 2026.01.08.pdf.pdf  
2024-2025 School Accountability Report Card (SARC) - Report - 2026.01.08.pdf

#### BACKGROUND:

The 2024–2025 School Accountability Report Card (SARC) for Motivated Youth Academy is presented for Board approval in accordance with California Education Code §33126 and related California Department of Education guidance. The SARC provides required public reporting on school conditions and performance, including pupil demographics, academic achievement, instructional materials, teacher assignments and credentials, school climate indicators, and fiscal information, and aligns with data reported in the Local Control and Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA). Board approval affirms review for accuracy and completeness and authorizes the publication of the SARC in compliance with statutory accountability and transparency requirements.

#### RECOMMENDATION:

It is recommended the Board approve the 2024–2025 School Accountability Report Card (SARC) for Motivated Youth Academy (#1628).

Fiscal Impact: None.



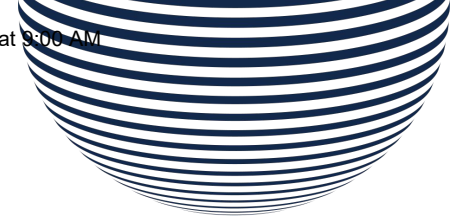
# Motivated Youth Academy's School Accountability Report Card (SARC)

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January 2026



# SARC Timeline



Mid Nov	Dec/Jan	Feb 1, 2026
<b>SARC Updates</b>  My Academy updates SARC narratives and data with information from the previous year.	<b>Review Data</b>  State releases data accumulated via CalPads, CTC and State Testing to populate the SARC. Approval of SARC documented by Board.	<b>SARC Posted</b>  My Academy posts the SARC to the CDE web application by deadline.





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## MY Academy SARC Highlights

- 100% fully credentialed teachers
- No teacher misassignments
- Enrollment continues to increase
- Opportunities for educational partner input
- Equity based instruction for all students
- Maintained participation rate for CAASPP and Physical Fitness Test (PFT)
- 0% Suspension and 0% Expulsion Rates
- Dropout Rate decreased from 13.9% to 7.9%





# Questions?

*MY Academy - Celebrating  
the small things each day.*



# Motivated Youth Academy

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 School Year)



## General Information about the School Accountability Report Card (SARC)

### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2025-26 School Contact Information

<b>School Name</b>	Motivated Youth Academy
<b>Street</b>	500 La Terraza Blvd, Suite 150
<b>City, State, Zip</b>	Escondido, CA 92025
<b>Phone Number</b>	(619) 343-2048
<b>Principal</b>	William B. Dobson
<b>Email Address</b>	bdobson@myacademy.org
<b>School Website</b>	<a href="https://www.myacademy.org/">https://www.myacademy.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	37-68213-0129668

## 2025-26 District Contact Information

<b>District Name</b>	Motivated Youth Academy
<b>Phone Number</b>	(619) 343-2048
<b>Superintendent</b>	William B. Dobson
<b>Email Address</b>	bdobson@myacademy.org
<b>District Website</b>	<a href="https://www.myacademy.org/">https://www.myacademy.org/</a>

## 2025-26 School Description and Mission Statement

Motivated Youth Academy (MYA) is a flex-based public charter school authorized by Mountain Empire Unified School District, serving students in grades K–12 and young adults ages 19–24 through personalized independent study. Students work with a Learning Facilitator who provides weekly academic and attendance monitoring through virtual and in-person support. MYA emphasizes culturally relevant, flexible learning and prioritizes student well-being through programs like Handle with Care, Project Safe, and COPES, as well as partnerships with community agencies such as One Safe Place. These supports ensure students have a safe, supportive foundation for academic and personal success.

### Mission Statement

MY Academy believes in equity, inclusivity, academic excellence, hope, service, feedback, and gratitude. MYA's mission is to create an equitable and individualized learning environment that supports every student and strengthens relationships between all MY Academy Educational Partners.

### Vision Statement

MYA's vision is to be able to pivot and adapt to meet student needs and interests as they evolve and emerge in the 21st century.

### The Core Values at MY Academy are:

All Are Welcome.

Everyone has a seat at our school. You belong here. We want to learn from as many diverse backgrounds as possible. Come learn alongside us, and be a part of our school family.

### We Celebrate The Small Things.

We love the journey. We honor all growth and development, big and small. We believe in academic excellence for all students, and the many paths that excellence can take. We commit to celebrating with you!

### We Choose Hope.

We choose to believe the best in each student. Hope is a state of confident expectation. We want to come alongside each family and plan with them for what is to come.

## 2025-26 School Description and Mission Statement

**We Are Servant Leaders.**

We care about who you are and what you value. We are here for you. We commit to serving our students and our families.

**Feedback Is Critical.**

We want to hear your thoughts. We want to be better for you. In fact, we want to be the best for you. We believe that to be the best we need feedback and to hear the voices of our students, families, and the community.

**We Pursue Gratitude.**

We believe that if you look for reasons to be grateful you will find them. Finding gratefulness will lead to more JOY and student success. We commit to choosing gratitude daily. We are grateful you are here and grateful for the opportunity to partner in your educational journey.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	4
Grade 7	11
Grade 8	19
Grade 9	35
Grade 10	53
Grade 11	63
Grade 12	66
<b>Total Enrollment</b>	<b>251</b>



## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.4
Male	56.2
Non-Binary	0.4
American Indian or Alaska Native	10
Asian	1.6
Black or African American	4
Hispanic or Latino	13.1
Two or More Races	11.6
White	59.8
English Learners	14.7
Foster Youth	1.6
Homeless	23.5
Socioeconomically Disadvantaged	78.9
Students with Disabilities	23.1

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**2021-22 Teacher Preparation and Placement**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.8	13.5	135.9	58.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1.9	0.86	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	10.6	4.59	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.4	74.33	64.7	27.82	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.7	12	19.2	8.28	15831.9	5.67
<b>Total Teaching Positions</b>	6	100	232.6	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**2022-23 Teacher Preparation and Placement**

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.8	19.38	149.2	61.38	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.1	1.33	2.8	1.18	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	11.8	4.88	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	7.5	77.44	64.7	26.64	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.1	1.64	14.3	5.92	14303.8	5.15
<b>Total Teaching Positions</b>	9.7	100	243.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.5	17.44	145.6	56.96	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.39	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	24.2	9.47	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	12.1	82.16	73.2	28.67	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0.34	11.5	4.51	13705.8	4.91
<b>Total Teaching Positions</b>	14.7	100	255.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	4.40	7.5	12.1
<b>Total Out-of-Field Teachers</b>	4.40	7.5	12.1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Motivated Youth Academy is a Non-Classroom-Based Charter School offering traditional Independent Study. MYA's learning environment is an Enriched Virtual Model of Blended Learning in which students get the flexibility of virtual learning combined with personalized 1:1 support from a credentialed teacher. MYA utilizes a blend of online curriculum and teacher-created curricula to ensure students' individual needs are met.

The base curriculum at Motivated Youth Academy is provided through Edmentum Courseware for students in grades 6-12. Edmentum Courseware is A-G approved and aligned with Common Core Standards. Additional curriculum resources include Ed Options Academy, Exact Path, Thrively, and Pathful Connect. All curricula resources are board-approved.

Year and month in which the data were collected

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edmentum Courseware, Ed Options Academy, Exact Path, eDynamic Learning	0%
<b>Mathematics</b>	Edmentum Courseware, Ed Options Academy, Exact Path, eDynamic Learning	0%
<b>Science</b>	Edmentum Courseware, Ed Options Academy, Exact Path, eDynamic Learning	0%
<b>History-Social Science</b>	Edmentum Courseware, Ed Options Academy, Exact Path, eDynamic Learning	0%
<b>Foreign Language</b>	Edmentum Courseware, Ed Options Academy, Exact Path, eDynamic Learning	0%
<b>Health</b>	Edmentum Courseware, Ed Options Academy, Exact Path, eDynamic Learning	0%
<b>Visual and Performing Arts</b>	Edmentum Courseware, Ed Options Academy, Exact Path, eDynamic Learning	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Edmentum Courseware, Ed Options Academy, Exact Path, eDynamic Learning	0%

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Motivated Youth Academy Charter School is a Non-Classroom Based Charter School. Therefore, the administrative office is the only facility. No student meetings occur at the schools administrative office.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				N/A
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				N/A
<b>Interior:</b> Interior Surfaces				N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				N/A
<b>Electrical</b>				N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				N/A
<b>Safety:</b> Fire Safety, Hazardous Materials				N/A
<b>Structural:</b> Structural Damage, Roofs				N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

## Overall Facility Rate

Exemplary	Good	Fair	Poor
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	22	31	38	40	47	48
<b>Mathematics</b> (grades 3-8 and 11)	8	16	26	28	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	134	104	77.61	22.39	30.77
<b>Female</b>	60	45	75.00	25.00	44.44
<b>Male</b>	72	57	79.17	20.83	17.54
<b>American Indian or Alaska Native</b>	12	11	91.67	8.33	9.09
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	53	43	81.13	18.87	25.58
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	8	72.73	27.27	--
<b>White</b>	49	35	71.43	28.57	37.14
<b>English Learners</b>	16	13	81.25	18.75	7.69
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	32	22	68.75	31.25	45.45
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	109	84	77.06	22.94	32.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	25	71.43	28.57	20.00

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	134	102	76.12	23.88	16.00
<b>Female</b>	60	43	71.67	28.33	18.60
<b>Male</b>	72	57	79.17	20.83	10.91
<b>American Indian or Alaska Native</b>	12	11	91.67	8.33	9.09
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	53	43	81.13	18.87	7.14
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	8	72.73	27.27	--
<b>White</b>	49	33	67.35	32.65	21.88
<b>English Learners</b>	16	13	81.25	18.75	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	32	20	62.50	37.50	15.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	109	82	75.23	24.77	16.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	26	74.29	25.71	16.00



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	16	17.76	13.36	13.28	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	149	114	76.51	23.49	18.02
<b>Female</b>	65	48	73.85	26.15	21.28
<b>Male</b>	83	65	78.31	21.69	14.29
<b>American Indian or Alaska Native</b>	15	13	86.67	13.33	7.69
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	43	79.63	20.37	13.95
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	14	10	71.43	28.57	--
<b>White</b>	56	41	73.21	26.79	20.51
<b>English Learners</b>	17	14	82.35	17.65	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	30	21	70.00	30.00	33.33
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	112	83	74.11	25.89	18.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	27	72.97	27.03	7.69

## 2024-25 Career Technical Education Programs

Career Technical Education opportunities are available to prepare students for the 21st-century workforce and global competencies; and, opportunities for high school/young adults to connect with community resources and agencies. Courses are delivered using eDynamic Learning and Edmentum Courseware.

Motivated Youth Academy Charter School offers introductory, accelerator, and capstone CTE courses through a partnership with eDynamic Learning.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	55
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	47.93
Graduates Who Completed All Courses Required for UC/CSU Admission	7.25

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	18.75%	12.50%	12.50%	12.50%	12.50%
Grade 9	49.18%	49.18%	50.82%	49.18%	50.82%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2025-26 Opportunities for Parental Involvement

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

## 2025-26 Opportunities for Parental Involvement

Educational Partners are encouraged to attend public board meetings, Educational Partner Advisory Committee (EPAC) meetings, School Site Council (SSC) meetings. Invitations are sent through the Teacher of Record, school newsletters and social media platforms. MYA sends multiple reminders, and agendas are posted in advance. Meeting agendas and minutes are posted on the website under the Board Governance heading. Public Board Meetings are held in person and available synchronously online. All other meetings are held through Zoom and are accessible by online devices.

Support and collaboration with the Assistant Director and Instructional Assistant occurs weekly on Tuesdays at 1:00 p.m.

SPSA/LCAP Input Survey 11/17/25 - 12/19/25

Educational Partner Advisory Committee Input Meeting: 11/19/25

SPSA Staff Meeting: 1/26/26

SSC SPSA input, review, and approval of SPSA: 11/18/25

EPAC SPSA input: 11/19/25

ELAC SPSA input: 11/20/25

School Board Meeting to review and approve the SPSA: 12/11/25

Support with the alignment of the Title I plan, the SPSA and the LCAP is provided by the Director, Assistant Director and Instructional Assistant, on Tuesdays at 1:00 p.m.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.9	13.9	7.9	8.1	10.2	7.8	8.2	8.9	8
Graduation Rate	41.4	56.9	46.1	77	79.5	78.6	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	89	41	46.1
Female	40	17	42.5
Male	49	24	49.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	42	16	38.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	30	19	63.3
English Learners	17	5	29.4
Foster Youth	0.0	0.0	0.0
Homeless	26	7	26.9
Socioeconomically Disadvantaged	77	35	45.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	17	7	41.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	375	64	17.1
Female	189	173	31	17.9
Male	206	200	33	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	33	31	3	9.7
Asian	--	--	--	--
Black or African American	18	18	5	27.8
Filipino	--	--	--	--
Hispanic or Latino	172	158	25	15.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	32	4	12.5
White	124	118	27	22.9
English Learners	64	57	12	21.1
Foster Youth	--	--	--	--
Homeless	96	90	21	23.3
Socioeconomically Disadvantaged	308	288	57	19.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	96	89	16	18.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	1.84	2.55	1.76	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

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

For all school personnel to use in responding to emergency situations and to ensure that school personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.

For developing supplementary plans.

For emergency response training for all employees and students.

For the equipment and supplies to have available prior to a disaster as applicable.

MYA is a Non-Classroom Based Independent Study program. MYA does not own or lease facilities. Organized school activities occur at mutually agreed upon public locations. In the event that students are in the care of MYA staff in an official school activity during any disaster (including earthquakes, fire, natural disaster, harmful threat, etc.), school personnel will follow the established safety protocol and procedures of the facility in use.

If an MYA staff member becomes involved in an emergency, after ensuring their own safety and the safety of others, including MYA students in their charge, the MYA staff member will contact the Interim Director, or their designee to inform them of the situation. This information should include the following:

The name(s) of MYA staff involved

The name(s) of MYA students involved

The location of the incident

The agency and name of the person in charge

Provide a brief description of the event.

\*All MYA staff will be trained annually on disaster procedures.

The MYA disaster plan has been prepared in compliance with California Administrative Code Title 5, Education Code Section 32282 and the California Government Code 8607 California Standardized Emergency Management System (SEMS). Section 8607 of the California Government Code requires that state and local governments including special districts (i.e., schools) be prepared to respond to emergencies using the SEMS. SEMS must also be used for school planning and training.

Revised and Approved by Board of Directors

February 13, 2025

Reviewed

MYA Staff August 18, 2025

SSC November 18, 2025

EPAC November 19, 2025

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.



### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	1	5	0	0
6	2	31	0	0
Other	0	0	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	1	10	0	0
Other	0	0	0	0

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	22		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	82	0	0
Mathematics	2	65	0	0
Science	2	58	0	0
Social Science	2	81	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	117		
Mathematics	2	78		
Science	2	75		
Social Science	2	118		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	150		
Mathematics	1	106		
Science	2	103		
Social Science	2	154		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	1:212

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.6

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,388	\$2,433	\$9,955	\$69,820
<b>District</b>	N/A	N/A	\$	\$77,265
<b>Percent Difference - School Site and District</b>	N/A	N/A		-4.5
<b>State</b>	N/A	N/A	\$11,146	\$92,686
<b>Percent Difference - School Site and State</b>	N/A	N/A	-7.9	-22.7

## Fiscal Year 2024-25 Types of Services Funded

The school counselor was one of the architects of MYA's efforts to improve the monitoring of at-risk students so early warning indicators would be identified. The process developed was comprehensive and included assigning an administrative professional whose duties included the maintenance of student records, grades, and transfer information. In addition, MYA added two new roles, a Support Guidance Technician and an Office Assistant – Student Services, to enhance data monitoring,

## Fiscal Year 2024-25 Types of Services Funded

communication, and follow-up. These new roles, along with the school counselor's ongoing review of student information, strengthened MYA's ability to share timely updates with staff and support individual student success.

The expanded roles of three Student Success Coordinators further reinforced MY Academy as a critical hub for connecting students and families with their community. With the addition of the Support Guidance Technician and Office Assistant – Student Services, MYA increased its capacity to link families with wrap-around supports such as food resources, housing, health services, social-emotional services, and employment opportunities. These positions, together with the Assistant Director, School Counselor, and teachers, enhanced MYA's ability to respond quickly and effectively to student and family needs.

The school counselor also developed a comprehensive College and Career Readiness program that increased CTE opportunities and strengthened connections to community resources and agencies. A process for student postgraduate success is integrated into each student's personalized Motivated Youth Personal Learning Adventure Now (MY PLAN), which includes additional data to ensure all students, including unduplicated youth, remain on track for graduation. The impact of this expanded support team was significant. With enhanced data monitoring and clearer communication systems, MYA staff were able to identify students struggling academically, missing school, or showing early signs of falling off track, allowing the team to create timely, individualized interventions that helped students get back on course.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,199	\$57,978
<b>Mid-Range Teacher Salary</b>	\$69,205	\$89,612
<b>Highest Teacher Salary</b>	\$107,090	\$117,194
<b>Average Principal Salary (Elementary)</b>	\$125,195	\$143,632
<b>Average Principal Salary (Middle)</b>	\$154,246	\$149,447
<b>Average Principal Salary (High)</b>	\$153,127	\$162,334
<b>Superintendent Salary</b>	\$187,724	\$234,076
<b>Percent of Budget for Teacher Salaries</b>	26.76%	27.81%
<b>Percent of Budget for Administrative Salaries</b>	2.89%	5.47%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Teachers are provided with Professional Development growth opportunities throughout the school year. During MYA's annual school year Kickoff Week, all staff participates in twenty hours of professional development. In addition, one hour of professional development is provided at each of the ten monthly staff meetings. Professional Development ensures that all staff are current with research-based best practices and kept up to date on district, county, state, and federal requirements.

Annual virtual trainings required of all employees include Mandated Reporter: Child Abuse and Neglect, Youth Suicide: Awareness, Prevention and Postvention, Bullying Recognition & Prevention Training, Sexual Harassment Prevention, Active Shooter, Bloodborne Pathogen Exposure Prevention, and Medication Administration: Epinephrine Auto-Injectors.

During Kickoff Week, trainings covered Competency Based Learning, Flexible Time Management, Targeted Feedback, Engaging Every Student Through Collaboration, Fentanyl Crisis Awareness Education, CPR, Epi-pen and Narcan Training, Using the Contact Manager, and implementing new technology resources.

Throughout the school year Professional Development is delivered for one hour at monthly Learning Period meetings. Topics focus on contemporary Social- Emotional-Related fields including Mental Health Resources, Suicide Prevention, Domestic Violence Awareness, and Racial Understanding.

Additional Professional Development is provided in each of MYA's ten Learning Period Assessment and Accountability meetings and ten bi-weekly core subject area instructional workshops for teachers, case managers, and instructional aides to ensure assessment and accountability are embedded into MYA's work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	20	20

## Coversheet

### Approval of Motivated Youth Academy Plan for Expelled Youth

**Section:** IX. Education/Student Services  
**Item:** B. Approval of Motivated Youth Academy Plan for Expelled Youth  
**Purpose:** Vote  
**Submitted by:** Gigi Lenz  
**Related Material:**  
Motivated Youth Academy Plan for Expelled Youth - For Board Adoption - 2025.12.29.pdf

#### BACKGROUND:

The Motivated Youth Academy Plan for Expelled Youth has been developed to align with recent statutory changes to California Education Code §48916.1 and §48926 effective January 1, 2026. The Plan clarifies MYA's obligations related to timely notice of educational options, referral timelines, rehabilitation planning, alternative educational placements, and expanded data reporting requirements for expelled pupils, including tracking of expulsion length and readmission outcomes. Approval of this item affirms the Board's review and adoption of a compliant framework that ensures continued access to educational services, due process protections, and alignment with countywide expulsion planning requirements.

#### RECOMMENDATION:

It is recommended the Board approve the Motivated Youth Academy Plan for Expelled Youth as presented for Motivated Youth Academy (#1628).

Fiscal Impact: None.



# Motivated Youth Academy

## Plan for Expelled Youth

## Guidance

### California Education Code Requirements

California Education Code (EC) Section 48916.1 requires district governing boards to provide notice to an expelled student of educational options available to the student and to complete, no later than three days after the expulsion, the initial referral for enrollment of an expelled student in an educational program. Additionally, the expulsion disposition data school districts are required to maintain shall include data on rehabilitation plan completion rates and successful readmissions. With this new law, school districts must also now maintain annual data on the average length of expulsions, including extensions. Additional changes to this code section include new requirements for county offices of education and school districts when an expelled student has to be moved from one alternative educational program to another.

California Education Code (EC) Section 48926 requires county superintendents, in conjunction with superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. EC Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

EC Section 48926 provides specifically that: The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

### Countywide Plan Requirements and Recommendations

The recommended content of the Countywide Plan for provision of educational services to expelled students must address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and the Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices may impact the disproportionate number of minority students being suspended or expelled.



1. The Countywide Plan must list and describe the educational alternatives currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:
  - a. Any behavioral intervention practices, at the site and district levels, and options used to:
    - Minimize the number of suspensions leading to expulsions
    - Minimize the number of expulsions being ordered
    - Support students returning from expulsions
    - Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions. For assistance in this area, you may review recent guidance issued by the U.S. Department of Education and Department of Justice on the U.S. Department of Education School Climate and Discipline web page at <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>.
2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2018 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2025 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
  - Were the strategies successful or not? Please explain why and how they were or were not successful.
  - Were any additional strategies implemented? If so, explain why and how they were or were not successful.
  - For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).
3. Identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

**Plan for Providing Educational Services to All Expelled Students Enrolled in Motivated Youth Academy**

As required by Education Code 48926, Motivated Youth Academy has developed an expulsion plan in order to promote learning and protect the safety and well being of all students. A student whose behavior has resulted in an expulsion is provided options which supports placement in an educational program and establishes the criteria for return to the Motivated Youth Academy program. The type of offense, location of offense, grade level and nature of the student's

individualized needs, all have the potential to affect the educational alternatives available to the student during the period of expulsion.

### Motivated Youth Academy Needs Assessment

School Year	# of Suspensions/Expulsions
2016-17	0/0
2017-18	0/0
2018-19	0/0
2019-20	0/0
2020-21	0/0
2021-22	0/0
2022-23	0/0
2023-24	0/0
2024-25	0/0
2025-26	

Exhibit 1: Number of Suspensions and Expulsions

### Motivated Youth Academy Dismissal or Expulsion of Students Alternatives

For a charter school, there is an important distinction between expelling and dismissing a student. An expelled student must generally serve the term of expulsion before being admitted to another school, and an expulsion results in a delay of the student's legitimate interest in an education. Dismissal from a charter school does not implicate these concerns to the same degree as expulsion. When a student is dismissed from the charter school, the student is free to enroll in another school without the loss of classroom time. Thus, dismissal from a charter school would not delay the student's education.

Examples of expulsion alternatives include:

1. Expulsion, suspended order, to continue with the school program [EC48917 (a)].
2. Expulsion with referral to an alternative suspension/expulsion classroom if available (E.C. 48660).
3. Expulsion with subsequent transfer back to the student's school district.

4. Suspended expulsion with placement in another public school district, with the onset of the receiving school district.
5. Expulsion with referral to the County Office of Education, Alternative Community and Correctional Education Schools and Services (E.C. 1981).
6. Students identified as an individual with disabilities or qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to the same grounds for suspension and expulsion and accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.
  - a. If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.
  - b. Mandatory expulsion provision is not enforceable against a SPED student unless the student has been afforded all of the procedural and substantive safeguards.
7. The Charter School will provide notice to an expelled student of educational options available to the student and will complete, no later than three days after the expulsion, the initial referral for enrollment of an expelled student in an educational program including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians or by the school district of residence to assist with locating alternative placements during expulsions.
8. The expulsion disposition data that the Charter School is required to maintain shall include data on rehabilitation plan completion rates and successful readmissions. The Charter School will also maintain annual data on the average length of expulsions, including extensions.

### **Motivated Youth Rehabilitation Plan**

The Motivated Youth Academy Plan includes objective criteria for success and the responsibilities and expectations of the student's family, key adults, and school personnel to support that success.

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director, Assistant Director, the pupil, and the educational rights holder of a minor to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or Assistant Director shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Actual referral to an alternative suspension/expulsion classroom or county community school is made by the Motivated Youth Academy governing board with recommendations from the School Attendance Review Board (SARB), or another established district referral process as required by statute.

**Motivated Youth Academy activities related to the prevention of expulsions are outlined by the following chart:**

Title of Activity	Description of Activity
<b>Director Training</b>	The Executive Director and Assistant Director are trained regarding other means of correction strategies, including awareness of Trauma Informed practices.
<b>Social Emotional Learning</b>	Professional development for the Directors and all staff include evidenced based instructional practices to identify strengths, challenges and barriers to increase the social-emotional competencies to increase student's positive behavior.
<b>Restorative Practices and School Climate Initiatives</b>	Restorative practices and other positive relationship building activities to increase student connectedness, engagement, and a positive school climate are implemented and measured by annual school surveys.
<b>Positive Behavioral Support</b>	The MYA Counselor is available to provide individual counseling based on student needs assessment and/or IEPs. Includes teacher check-ins daily and weekly using google form surveys.
<b>Bring Change to Mind (BC2M)</b>	A student-led club dedicated to mental health

	<p>conversations. BC2M gives students a platform to share their voices and raise awareness around mental health. By participating in BC2M, MYA's goal is to empower students to educate one another and to create a culture of peer support to fight the stigma around mental illness.</p>
<b>Student Success Team</b>	<p>The Student Success Team (SST) is a multidisciplinary school-based team with expertise in teaching and learning, problem solving, and interventions. It is a formal and more intensive level of problem solving used when interventions provided for a student were not successful in grade level collaboration. The purpose of the SST is to ensure that all general education resources are utilized and that interventions are targeted and coordinated to help students achieve. Team members use their expertise to analyze student performance data and recommend personalized learning plan accommodations and interventions to increase academic achievement and participation, as well as to positively impact social and behavioral growth. Includes teacher check-ins daily and weekly using google form surveys.</p>
<b>Student Success Plan</b>	<p>With support and guidance from the school Counselor and teacher(s) the student and educator(s) will create a student success plan that addresses the steps the student will take to avoid disciplinary action in the future. The SSP process will include input from the student's family, key adults, and school personnel to support this student's success.</p> <ul style="list-style-type: none"> <li>● Restorative practice to allow student and teacher to express feelings</li> <li>● Student advocate to identify what causes the behavior</li> <li>● Student advocate to support the student</li> <li>● Student outreach as a follow-up to student behavior/success</li> <li>● Academic counseling referral</li> </ul>

<b>Cultural Awareness and Support</b>	<p>The MYA Executive Director, Assistant Director and staff participate in cultural awareness workshops led by the lead teacher of the Campo education center with a focus on the importance of encouraging better behavior and performance academically and socially, with the inclusion of indigenous students through engaging lessons and content that are relevant to their own experiences and backgrounds.</p> <p>And the following steps:</p> <ul style="list-style-type: none"> <li>• Restorative practice to allow student and teacher to express feelings</li> <li>• Student advocate to identify what causes the behavior</li> <li>• Student advocate to support the student</li> <li>• Student outreach as a follow-up to student behavior/success</li> <li>• Academic counseling referral</li> </ul>
<b>Resources</b>	<p><a href="#"><u>First Student Meeting of semester - Tips and Reminders - MY Academy 8.18.2025</u></a></p> <p><a href="#"><u>Teacher Best Practices Tips and Reminders - MY Academy Revised 08.18.2025</u></a></p> <p><a href="#"><u>Student Engagement Tips and Reminders - MY Academy 8.18.2025</u></a></p> <p><a href="#"><u>MYA SEL Look-Fors in Blended Learning 8.18.2025</u></a></p>

Exhibit 2: Activities related to the prevention of expulsions

Recommendations	Strategies
<b>Educational services through distance learning for expelled students during COVID-19.</b>	<p>Motivated Youth Academy (MYA) is a non-classroom based independent study/home school public charter school. The school is chartered through the Mountain Empire School District in San Diego County. MY Academy offers an independent study 6th - 12th grade option and an independent</p>

	Home Study Model TK - 5. Because of the design of our Non-Classroom Based model, MYA has continued to be in operation during COVID-19. Expelled students can continue to work on coursework at home, under the supervision of their Educational Rights Holder, until a new placement has been determined.
<b>Support for students returning from expulsions. Post Covid-19 educational service delivery.</b>	<ul style="list-style-type: none"> <li>• Meet virtually with MYA school counselor.</li> <li>• Initiate Restorative Process with SST Team upon reenrollment.</li> <li>• Convene Restorative Process with SST Team in the first week of each Learning Period (LP).</li> </ul>
<b>Current educational alternatives available for expelled students.</b>	<ul style="list-style-type: none"> <li>• Enrollment in District of Residence</li> <li>• Enrollment in different Non Classroom Based charter</li> <li>• Enrollment in County of Residence Community Court School</li> </ul>
<b>Behavioral intervention practices used to minimize the number of suspensions leading to expulsions</b>	<ul style="list-style-type: none"> <li>• Individual conference with Teacher of Record</li> <li>• Individual conference with School Counselor</li> <li>• Individual conference with School Psychologist</li> <li>• Creation of SST Team</li> <li>• Implementation of MTSS process</li> </ul>
<b>Gaps in educational services and strategies for filling them.</b>	<p>Students complete assignments, quizzes, and tests as required through their individualized personal learning plan. MY Academy student assessments are a combination of core-skills diagnostic and formative assessment, state testing (temporarily suspended), curriculum- embedded assessment, and collection of student work products. All of these data points are analyzed and used to create individual student learning plans, to inform parents, and to inform reflective program evaluation and continuous improvement. Students who are not on pace are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports in place to support the student's academic success. Teachers of Record and the MY Academy counselor work to support and monitor the progress of all students including those who are not on pace with their individually developed learning plan.</p> <p>Targeted support for English Learners will continue to be provided by the ELD Coordinator. Low income</p>

	students will continue to be supported with targeted interventions through the Assistant Director and credentialed teachers. Homeless and Foster Youth students will continue to be supported with targeted interventions through the homeless youth liaison, credentialed teachers, school counselor, the school psychologist, and school administration. Students with exceptional needs will continue to be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs/504s) and will have the support of SAI providers, case managers, credentialed teachers, and the school counselor.
<b>Minimize the number of expulsions being ordered</b>	<ul style="list-style-type: none"> <li>• See Exhibit 1: Number of Suspensions and Expulsions</li> </ul>
<b>Identify alternative placements for students who pose a danger to other district pupils as determined by the governing board.</b>	<ul style="list-style-type: none"> <li>• Enrollment in District of Residence</li> <li>• Enrollment in different Non Classroom Based charter</li> <li>• Enrollment in County of Residence Community Court School</li> </ul>
<b>If the 2018 plan identified gaps in educational services to expelled pupils, were the strategies successful or not? Were additional strategies implemented?</b>	<ul style="list-style-type: none"> <li>• This is a baseline year for our expulsion plan.</li> </ul>
<b>Disproportionate representation of minority students in such interventions</b>	We have not suspended or expelled students for over four years; however, we are mindful of the impact that the lack of access would have on all students.

Exhibit 3: Countywide Plan requirements and recommendations

### [ED Code 48900 \(link\)](#) - Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the superintendent or the Executive Director of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:



- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are 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 (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) 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 his or her physical or mental health.
  - 3) Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii) “Electronic Act” means the transmission 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, or image.
  - 2) A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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) Notwithstanding subparagraphs (1) and (2) 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.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence. 2.

**Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

**Discretionary Expellable Offenses:** Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- i) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are 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 (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) 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 his or her physical or mental health.
  - 3) Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii) “Electronic Act” means the transmission 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, or image.
  - 2) A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) 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 subparagraph (1) 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.
- iii) Notwithstanding subparagraphs (1) and (2) 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.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim

suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.



# Coversheet

## Approval of New Policy

**Section:** X. Policy Development  
**Item:** A. Approval of New Policy  
**Purpose:** Vote  
**Submitted by:** Gigi Lenz  
**Related Material:**

MYA 5005 Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy - For Board Adoption - 2025.12.18.pdf

### BACKGROUND:

The proposed Referral Protocols for Addressing Pupil Behavioral Health Policy establishes a comprehensive, proactive framework for identifying, supporting, and responding to student behavioral health needs at Motivated Youth Academy Charter School. The policy aligns with Education Code §49428.2 and applicable federal and state privacy laws, including FERPA and HIPAA, and integrates behavioral health supports within the school's Multi-Tiered System of Supports (MTSS). It outlines universal, targeted, and intensive interventions; defines procedures for high-risk student populations; formalizes documentation, referral, and consent processes; and ensures family involvement, data privacy, and continuous program evaluation. Board approval of this policy affirms MYA's commitment to student well-being, academic success, and legally compliant behavioral health practices.

### RECOMMENDATION:

It is recommended the Board approve the Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy as presented for Motivated Youth Academy (#1628).

Fiscal Impact: None.



**STUDENT SERVICES****5005-MYA****REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH POLICY**

Motivated Youth Academy Charter School ("MYA" or "Charter School") recognizes that pupil behavioral health is essential to academic success and lifelong well-being. This policy establishes a comprehensive and coordinated framework for identifying, supporting, and responding to pupil behavioral health concerns. This framework is achieved through prevention, early intervention, and collaboration among staff, students, families, and the community.

This policy shall be implemented in accordance with Education Code §49428.2, The Family Educational Rights and Privacy Act (FERPA), The Health Insurance Portability and Accountability Act (HIPAA), and other applicable state and federal laws governing student privacy and data security.

**Policy Statement**

MYA shall maintain a proactive, multi-tiered system to address pupil behavioral health concerns by:

1. Administering an annual Social-Emotional Learning (SEL) survey to assess student competencies and behavioral health indicators.
2. Providing ongoing staff training in trauma-informed care, evidence-based practices, and MTSS-aligned interventions.
3. Implementing a structured, documented pre-referral process.

**High-Risk Student Groups**

The Charter School will implement the referral process for students identified as high-risk, including, but not limited to:

- Pupils bereaved by death or loss of a close family member or friend.
- Pupils experiencing homelessness.
- Pupils in immediate danger (i.e., suicide, missing, runaway, self-harm, substance abuse).
- Students with a 504 or IEP plan.
- Any other reported crisis.

Procedures for specific groups include:

- Pupils Experiencing Homelessness or in Foster Care: The Intervention Team confirms the status of unhoused students and provides resources. Staff connect with Learning Facilitators (LFs) to address barriers, check in periodically to ensure needs are met, and relay behavioral health concerns to necessary team members. For Foster Youth, the Charter School determines parent educational rights, assesses if the independent study environment is appropriate, and coordinates with Children's Services.

**STUDENT SERVICES****5005-MYA****REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH POLICY**

- Crisis: Staff members, including Learning Facilitators, receive training and resources. A crisis email template is used to ensure all necessary information is provided, and the Crisis Team provides follow-up support. The LF Protocol requires an email to the Core Crisis Team, followed by a Support Counselor reaching out to the family, and an SST meeting if more support is needed.
- 504 Plans: If a parent requests a 504 Plan, the school asks for any record of the disability (e.g., doctor's note) but communicates that it is helpful, not required. A "504 Team Meeting" is held to determine eligibility. If the request is broad, a Student Success Team (SST) meeting is held to gather information before determining if a 504 Plan is an appropriate path. The Intervention Team confirms 504 students annually, reviews transfers with existing plans, and shares accommodations with the educational team.

**Multi-Tiered System of Supports (MTSS) Integration**

Behavioral health supports align with the MTSS framework:

- Tier 1: Universal Supports: Includes universal SEL instruction, Positive Behavioral Interventions and Supports (PBIS), and restorative practices. This is informed by the annual SEL survey and needs assessment.
- Tier 2: Targeted Supports: Involves targeted small-group interventions and counseling. Supports are accessed through the learning facilitator referral process or SST. Families are engaged in the identification and referral process with informed consent.
- Tier 3: Intensive Supports: Provides intensive, individualized supports with case management and collaboration with community agencies. This tier involves counseling sessions and the referral process. Care Solace resources are shared at Tier 2 and Tier 3, or comparable services arranged by MYA's School Psychologist with an MYA approved vendor.

**Documentation and Referral Process**

Prior to a formal referral, staff must document interventions, communication with families, and consultation with support staff. Documentation must be securely maintained in the behavioral health case management system.

1. Referral Source: Parents may refer their child by reaching out to their LF, Counselor, or Staff. LFs or Staff may also refer students.
2. Support Offered: For all referrals, counseling with a School Counselor will be offered if needed. Access and support for Care Solace resources are shared at Tier 2 and Tier 3, or

**STUDENT SERVICES****5005-MYA****REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH POLICY**

comparable services arranged by MYA's School Psychologist with an MYA approved vendor will be provided.

3. Consent: An informed consent form will be sent for signature to initiate academic counseling or support services.
4. Review: The Crisis Team will meet bi-monthly to review all referrals and track them via a spreadsheet.

MYA shall maintain a confidential case management system for all referrals, assigning a crisis team member to oversee each case. Records will be stored securely in compliance with FERPA and HIPAA. All referrals will be logged and monitored for outcomes.

**Family Involvement and Data Privacy**

Educational rights holders shall be involved at all stages of the referral and intervention process. Written consent is required before behavioral health services are provided. Families will receive culturally responsive communication and access to resources.

MYA shall comply with FERPA and HIPAA in the management and protection of student data, utilizing secure systems to manage and track referrals. Protocols will be established for safe data sharing and responsible use.

Staff for grades 7-12 will receive annual training on data protection, confidentiality, secure data sharing protocols, cybersecurity awareness, trauma-informed practices, evidence-based behavioral supports, and MTSS implementation.

**Program Evaluation and Continuous Improvement**

The Charter School will annually evaluate the effectiveness of behavioral health supports using data analysis, feedback, and outcomes. Continuous improvement will follow the Plan-Do-Study-Act (PDSA) model to enhance practices, training, and interventions. The MTSS and Behavioral Health Teams shall conduct regular reviews to ensure timely follow-up, evaluate intervention effectiveness, and adjust supports as needed.