



MY Academy

Regular Meeting of the Board of Directors

Published on February 7, 2026 at 7:59 AM PST

Date and Time

Thursday February 12, 2026 at 9:00 AM PST

Location

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

Join by telephone or via the Zoom conferencing link below:

Join Zoom Meeting

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

Dial by your location

+16694449171,,6224484724# US

+12532158782,,6224484724# US (Tacoma)

Meeting ID: 622 448 4724

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:00 AM
A. Call the Meeting to Order		Board President	1 m
B. Record Attendance		Board President	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Peter Matz, Member			
Larry Alvarado, Member			
II. Pledge of Allegiance			9:02 AM
A. Led by Board President or designee		Board President	1 m
III. Land Acknowledgment			9:03 AM
A. Land Acknowledgment read by Abigail Ganje, Learning Facilitator		Board President	2 m
IV. Approve/Adopt Agenda			9:05 AM
A. Approve Agenda	Vote	Board President	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of February 12, 2026.			

	Purpose	Presenter	Time
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Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

V. Approve Minutes 9:06 AM

- | | | | |
|---------------------------|--------------------|-----------------|-----|
| A. Approve Minutes | Approve
Minutes | Board President | 1 m |
|---------------------------|--------------------|-----------------|-----|

It is recommended that the Board approve the Minutes of the Regular Meeting of the Board of Directors that was held on January 8, 2026.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

Approve minutes for Regular Meeting of the Board of Directors on January 8, 2026

VI. Public Comments/Recognition/Reports

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

VII. Correspondence/Proposals/Reports 9:07 AM

	Purpose	Presenter	Time
A. School Highlights - December 2025 and January 2026, Presented by Abigail Ganje, Learning Facilitator	FYI	Abigail Ganje	4 m
B. Local Control and Accountability Plan (LCAP) Mid-Year Update, Presented by Melissa Lato, Assistant Director	FYI	Melissa Lato	4 m
C. Local Control and Accountability Plan (LCAP) Educational Partner Engagement Presentation, Presented by Melissa Lato, Assistant Director	FYI	Melissa Lato	2 m
D. Financial Update, Presented by Roger Castillo, Charter Impact	FYI	Roger Castillo	4 m
E. 2024-2025 Student Achievement Data Presentation, Presented by Melissa Lato, Assistant Director	FYI	Melissa Lato	4 m

VIII. Consent

9:25 AM

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

A. Consent - Business/Financial Services	Vote	Board President	1 m
1. Approval of Check Register - January 2026 2. Approval of PandaDoc subscription (Renewal)			
B. Consent - Education/Student Services	Vote	Board President	1 m
1. Approval of Bring Change 2 Mind (BC2M) Terms of Agreement (Renewal) 2. Approval of the 2026-2027 Written Agreement			
C. Consent - Personnel Services	Vote	Board President	1 m
1. Approval of 2026-2027 Classified Employee Work Calendars 2. Approval of 2026-2027 Certificated Employee Work Calendars			

Roll Call Vote:

William Hall

	Purpose	Presenter	Time
Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
D.	Consent - Policy Development	Vote	Board President
	1. Approval of Motivated Youth Academy Conflict of Interest (COI) Code (Reviewed)		1 m

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

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

IX. Business/Financial Services

9:29 AM

A.	Approval of the Lease Agreement for Regus Premier Offices	Vote	Bill Dobson	2 m
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It is recommended the Board approve the lease agreement for Regus Premier Offices for Motivated Youth Academy (#1628).

Fiscal Impact: \$20,349.60

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

B.	Approval of Acacia HR Solutions Contract - MYA Fractional Support (Renewal)	Vote	Gigi Lenz	4 m
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	Purpose	Presenter	Time
<p>It is recommended the Board approve the Acacia HR Solutions Contract - MYA Fractional Support agreement for Motivated Youth Academy (#1628).</p>			

Fiscal Impact: \$61,200.00

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

X. Education/Student Services		9:35 AM
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- | | | | | |
|-----------|-----------------------------------------------------------------------|------|-------------|-----|
| A. | Approval of School Pathways Service Agreement for 2026-2027 (Renewal) | Vote | Bill Dobson | 2 m |
|-----------|-----------------------------------------------------------------------|------|-------------|-----|

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

Fiscal Impact: \$35,851.91

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

- | | | | | |
|-----------|-------------------------------------------------------------------|------|-------------|-----|
| B. | Approval of Professional Development Proposal by Dr. Jamila Dugan | Vote | Bill Dobson | 2 m |
|-----------|-------------------------------------------------------------------|------|-------------|-----|

It is recommended the Board approve the professional development proposal by Dr. Jamila Dugan for Motivated Youth Academy (#1628).

Fiscal Impact: \$20,000.00

Roll Call Vote:

William Hall

	Purpose	Presenter	Time
Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
C. Memorandum of Understanding (MOU) with Southern Indian Health Council	Vote	Bill Dobson	2 m

It is recommended that the Board approve the Memorandum of Understanding (MOU) with Southern Indian Health Council and Motivated Youth Academy (#1628).

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

XI. Personnel Services

9:41 AM

A. Approval of the Comprehensive School Safety Plan (CSSP) (Revised)	Vote	Bill Dobson	2 m
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It is recommended the Board approve the revised Comprehensive School Safety Plan (CSSP) for Motivated Youth Academy (#1628).

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

Purpose Presenter Time

XII. Policy Development **9:43 AM**

- A.** 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
5100-MYA Immigration Enforcement Activity Policy

Fiscal Impact: None.

Roll Call Vote:

- William Hall
- Michael Humphrey
- Steve Fraire
- Peter Matz
- Larry Alvarado

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

XIII. Personnel Services **9:45 AM**

- A.** Approval of 2026 IRS Mileage Reimbursement Rate Vote Gigi Lenz 2 m

It is recommended the Board approve the 2026 IRS Mileage Reimbursement Rate for Motivated Youth Academy (#1628).

Fiscal Impact: Estimate \$9,167.00

Roll Call Vote:

- William Hall
- Michael Humphrey
- Steve Fraire
- Peter Matz
- Larry Alvarado

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

	Purpose	Presenter	Time
XIV. Board Governance			9:47 AM
A. 2026-2027 Board Meeting Calendar and Schedule	Vote	Bill Dobson	2 m
<p>It is recommended the Board approve the 2026-2027 Board Meeting Calendar and Schedule for Motivated Youth Academy (#1628).</p> <p>Roll Call Vote: William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p>			
XV. Calendar			
<p>The next scheduled meeting of the Board of Directors will be held on March 12, 2026.</p>			
XVI. Comments			9:49 AM
A. Board Comments	Discuss	Board President	5 m
B. Interim Director and CEO Comments	Discuss	Bill Dobson	2 m
XVII. Closing Items			9:56 AM
A. Adjourn Meeting	Vote	Board President	1 m
<p>Roll Call Vote: William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p>			

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 Abigail Ganje, Learning Facilitator

Section: III. Land Acknowledgment
Item: A. Land Acknowledgment read by Abigail Ganje, Learning Facilitator
Purpose:
Submitted by:
Related Material: Land Acknowledgment 2.jpg



Land Acknowledgment

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

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

Coversheet

Approve Minutes

Section: V. Approve Minutes
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on January 8, 2026

APPROVED



MY Academy

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday January 8, 2026 at 9:00 AM

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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Directors Present

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

Directors Absent

M. Humphrey

Guests Present

B. Dobson, Daniel Espinoza, Duane Bernor, G. Lenz (remote), Jennifer Cook (remote), Julie Andersen (remote), Laurie Seigel (remote), M. Jones, M. Lato, Megan McFetridge (remote), R. Castillo (remote), T. DeJesus (remote)

I. Opening Items

A. Record Attendance

II. Approve/Adopt Agenda

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of MY Academy to order on Thursday Jan 8, 2026 at 9:01 AM.

B. Approve Agenda

S. Fraire made a motion to Approve Agenda.

P. Matz seconded the motion.

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

Roll Call

W. Hall Aye

L. Alvarado Aye

M. Humphrey Absent

P. Matz Aye

S. Fraire Aye

III. Approve Minutes

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

L. Alvarado made a motion to approve the minutes from Regular Meeting of the Board of Directors on 12-11-25.

S. Fraire seconded the motion.

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

Roll Call

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

IV. Consent

A. Consent - Business/Financial Services

S. Fraire made a motion to Approve Consent items A thru C.

P. Matz seconded the motion.

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

Roll Call

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

B. Consent - Education/Student Services

C. Consent - Personnel Services

V. Education/Student Services

A. Approval of 2024-2025 School Accountability Report Card (SARC)

S. Fraire made a motion to Approve of 2024-2025 School Accountability Report Card (SARC).

P. Matz seconded the motion.

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

Roll Call

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

B. Approval of Motivated Youth Academy Plan for Expelled Youth

S. Fraire made a motion to Approve of Motivated Youth Academy Plan for Expelled Youth.

L. Alvarado seconded the motion.

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

Roll Call

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

VI. Policy Development

A. Approval of New Policy

S. Fraire made a motion to Approve of New Policy.

P. Matz seconded the motion.

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

Roll Call

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

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:46 AM.

Respectfully Submitted,
G. Lenz

Documents used during the meeting

None

FOR MORE INFORMATION

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

Coversheet

School Highlights - December 2025 and January 2026, Presented by Abigail Ganje, Learning Facilitator

Section: VII. Correspondence/Proposals/Reports
Item: A. School Highlights - December 2025 and January 2026, Presented by
Abigail Ganje, Learning Facilitator
Purpose: FYI
Submitted by:
Related Material: School Highlights - Jan 2026 (with project links).pdf



MOTIVATED YOUTH

ACADEMY

Enrollment

School Highlights | February 2026

2025-2026 Enrollment (as of 01/31/2026)

Total Enrolled - 355

Track E

July 1, 2025 - January 31, 2026

- 19 Enrolled
 - 2 - Imperial County
 - 0 - Orange County
 - 3 - Riverside County
 - 14 - San Diego County

Track F

August 25, 2025 - January 31, 2026

- 270 Enrolled
 - 18 - Imperial County
 - 11 - Orange County
 - 35 - Riverside County
 - 206 - San Diego County

Track G

September 23, 2025 - January 31, 2026

- 66 Enrolled
 - 3 - Imperial County
 - 3 - Orange County
 - 13 - Riverside County
 - 47 - San Diego County

Important Dates

- MYA Board Meeting: Thursday, March 12, 2026, from 9:00 – 10:00 am

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

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



Organization for Student Learning:

Vision, Leadership, Resources and Professional Learning

MY Academy Staff Participated In:



Acacia HR Solutions

- Acacia Insider: Client Connect – What Smart Small Employers Are Doing About Skills in 2026 (Virtual)

Indian Education Alliance

- Quarterly Meeting (In Person)

California Charter Schools Association (CCSA)

- Capitol Update: Budget Briefing (Virtual)
- First Fridays with Myrna (Virtual)

California Department of Education (CDE)

- Advisory Commission on Charter Schools (ACCS) (Virtual)
- California AI Guidance: Guidance for the Safe and Effective Use of Artificial Intelligence in California Public Schools (Virtual)
- DASS Flexibilities and Resources Meeting (Virtual)
- ESSA CSI LEA Application for Funding Webinar (Virtual)

Charter Authorizer Support Initiative

- Charter Chats (Virtual)

Charter Schools Development Center (CSDC)

- A Charter School Advocate’s Playbook: Frameworks for Success (Virtual)
- Dashboard Alternative School Status (DASS) Advocacy Group (Virtual)
- Leadership Intensive Mentor Group (Virtual)
- Personalized Learning School Leaders Collaboration Meeting (Virtual)
- CBO Training January–May 2026
- DASS Workgroup (Virtual)
- 2026 Budget, Policy, and Leadership Update (Virtual)
- Advocacy Affinity Group (Virtual)

CliftonLarsonAllen (CLA)

- Understanding CCPA Updates and Cybersecurity Requirements in California (Virtual)

Kiwanis

- Kiwanis Meeting at Bonita Vista Library Community Room (In Person)

Making Time to Lead

- InSideOut Leadership (Virtual)

San Diego County Office of Education (SDCOE)

- Community of Alternative Education Leaders (CAEL) (In Person)
- Dashboard and Beyond Workshop (Virtual)
- Differentiated Assistance Orientation (Virtual)
- Differentiated Assistance Kickoff (Virtual)
- Gathering of Alternative Education Leaders Across San Diego and San Bernardino Counties (Virtual)
- State and Federal Monitoring Professional Learning Network (Virtual)

Sonoma County SELPA

- Charter Learning Session (Virtual)

Young Minney & Corr (YMC)

- Navigating the Storm: Strategies to Reduce Risk and Manage Crises (Virtual)

Organization for Student Learning: Vision, Leadership, Resources and Professional Learning

Shared by School Counselor, Mr. Zamora:

End of the semester in person meeting where we all meet to reflect on the ending semester and plan to better serve students moving forward.



Shared by Administrative Services Technician, Mrs. De Jesus:

Our December staff luncheon was a fun and relaxed way to spend time together as a team. We kicked things off by learning about some valuable employee benefits, then enjoyed a healthy cooking demonstration before sitting down for lunch. The demonstration sparked great conversation and added an interactive element to the gathering.

One of the best parts of the luncheon was getting to connect in person with coworkers we don't usually see since we're spread out across different locations. It was great to catch up, share some laughs, and enjoy time together outside of our usual routines. We were also happy to have board member Pete Matz join us for the luncheon. Overall, it was a great way to wrap up the year and celebrate our team.

Organization for Student Learning: Vision, Leadership, Resources and Professional Learning

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Shared by Learning Facilitator, Mrs. Clark:

MYA continues to support students after graduation by tracking their post-graduation progress. This piece was shared with LF by one of our recent graduates, who is currently continuing her learning in animation at Rocky Mountain College of Art and Design. Click on the image below to watch.

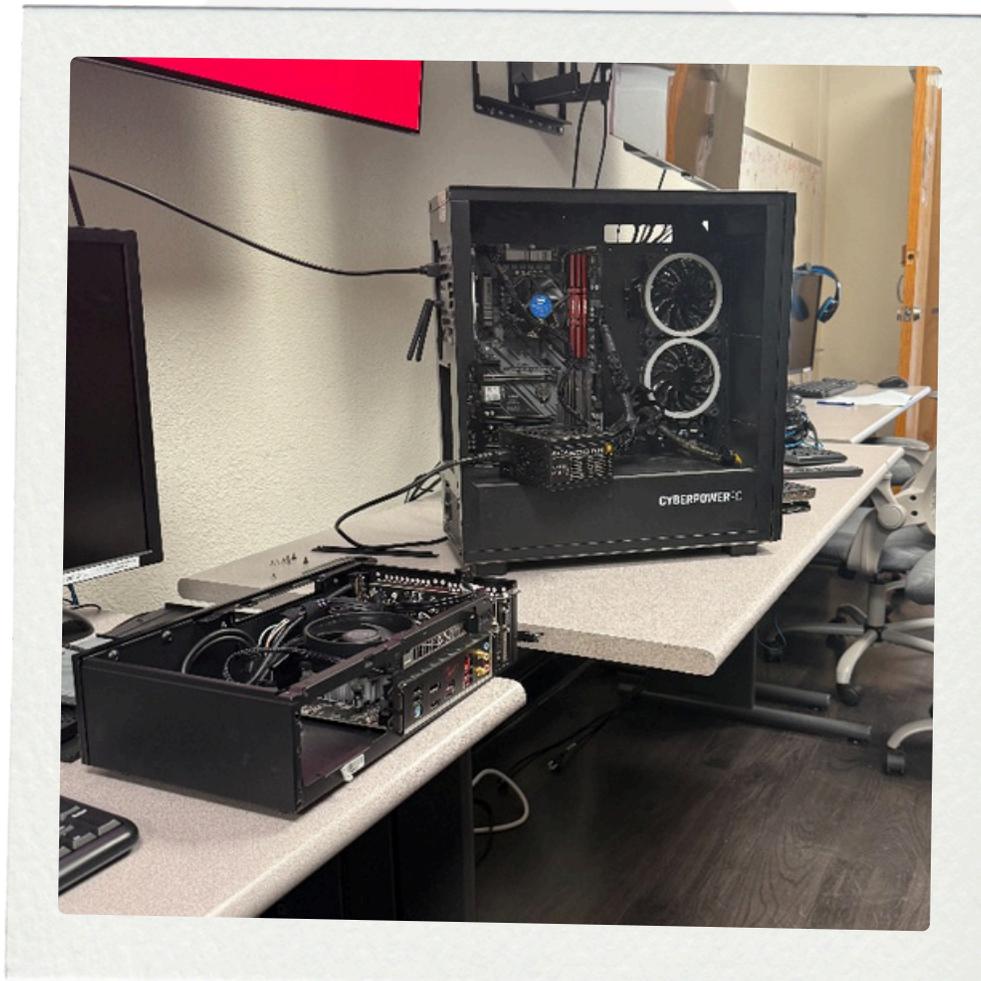
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Curriculum, Teaching and Learning, and Assessment

Shared by Learning Facilitator, Mr. Collins:

Chris and Eduardo with student discussed and learned how to investigate what was wrong with the computer and fix it. It allowed for student to learn the basics in computing hardware and how to maintain a clean computer.



Rigorous and Relevant Curriculum

Shared by Learning Facilitator, Mrs. Brock:

As part of her English class, sophomore Briana chose to read poetry by Emily Dickinson, learn about the life of the poet, and research and analyze her craft. Briana then went on to write an original poem in the style of Dickinson, which was inspired by her Astronomy class at City College. Click on image below to read more.

Emily Dickinson - Life & Legacy :

Emily Dickinson is one of the most influential poets in American literature, though she lived most of her life in seclusion. Born in 1830 in Amherst, Massachusetts, Dickinson spent most of her adult life inside her family home and rarely participated in public social life. During her lifetime, fewer than 10 of her poems were published, often without her consent and heavily edited to fit traditional poetic standards. After her death in 1886, about 1,800 poems were discovered, leading to her posthumous fame and recognition.

Dickinson's reclusive lifestyle strongly influenced her poetry. Because she was not focused on public approval, she felt free to experiment with form, punctuation, and subject matter. One of the most prominent themes in her work is death and immortality. Rather than presenting death as purely frightening, Dickinson often portrays it as a transition or a mystery. She also explores nature as a reflection of emotional state and identity as an internal struggle of the self.

Her poetic style is distinct and unconventional. Dickinson frequently wrote short lyric poems that contain dense meaning despite their brevity. She is well known for her use of dashes, which interrupt lines and slow the reader's pace which forces reflection. Additionally, she capitalizes abstract nouns such as *Death, Hope and Immortality*, giving them power of being present. Her precise and sometimes formal diction allows ordinary moments to convey philosophical depth. These stylistic choices helped redefine poetry and continue to influence writers today.

Analyzing Craft & Meaning :

Thesis statement :

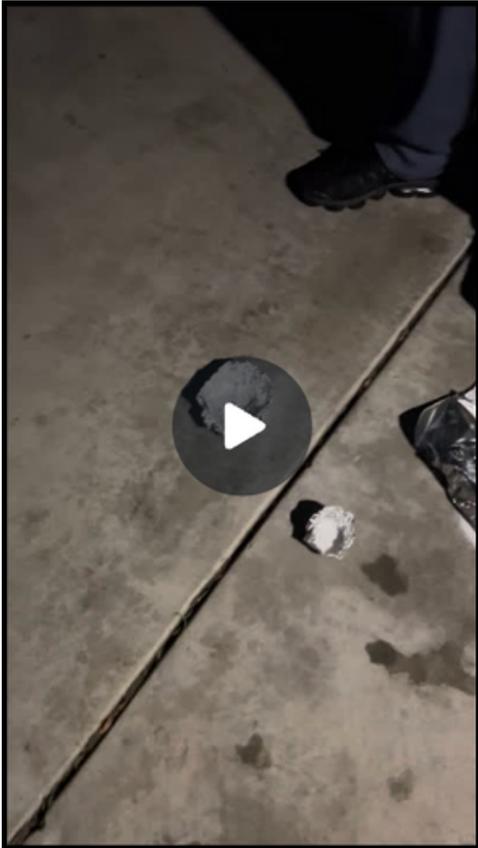
In "*Because I could not stop for Death*" and "*I heard a fly buzz—when I died*," Emily Dickinson presents death as both a calm journey and a disturbing interruption, revealing that death is not a single, certain experience but a complex and ambiguous transition.



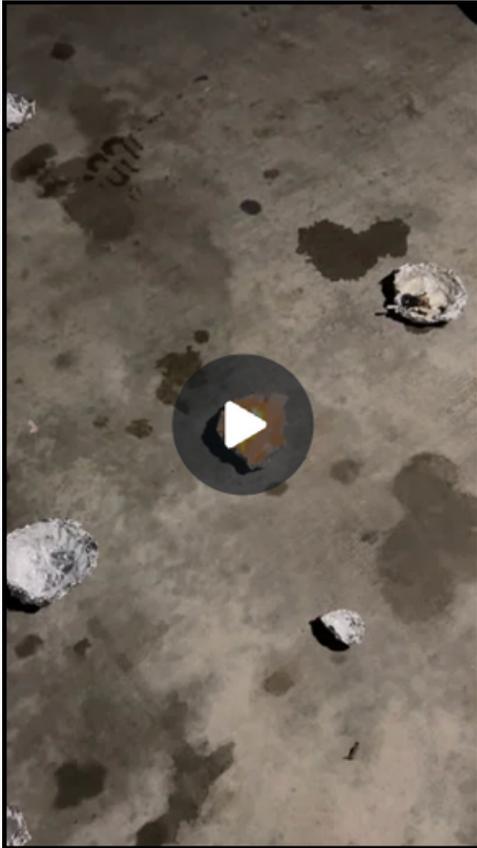
Rigorous and Relevant Curriculum

Shared by Learning Facilitator, Mr. Parks:
Student conducted a science experiment.
He enjoyed it I believe. Click on each icon
to watch the flame project. Start from left
to right.

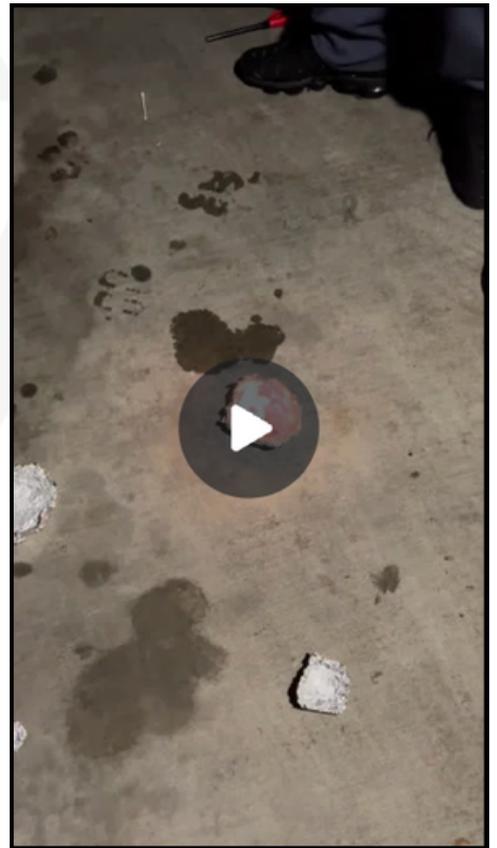
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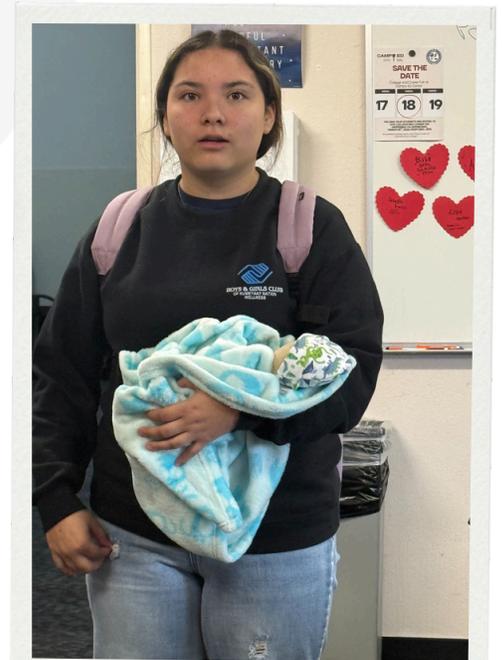
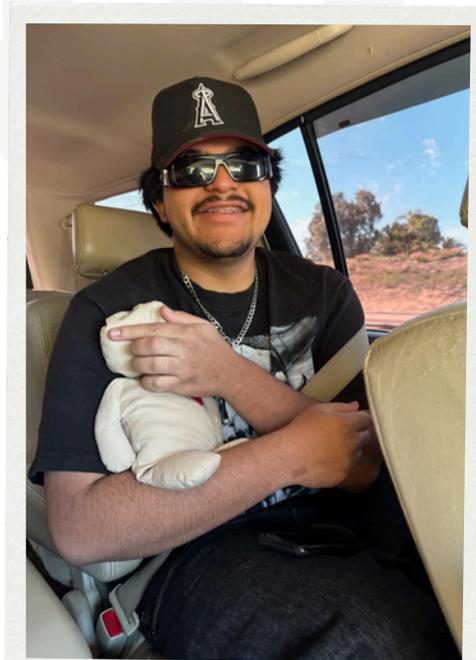
3



Rigorous and Relevant Curriculum

Shared by Learning Facilitator, Mrs. Shuster:

Students were given a rag doll baby with a timed crying voice box. They were given 3 days to care for it and the next day asked for the project to be 7 days. They tracked their time, daily journaling, resource management with written communication. This submission demonstrates a rigorous and relevant curriculum by integrating academic skills with experiential learning that promotes responsibility, problem-solving, and real-world application.



Effective Instruction and Student Engagement



MY Academy Staff Participated In:

EdSource

- Degrees of value: How changing attitudes toward college challenge higher education in California (Virtual)

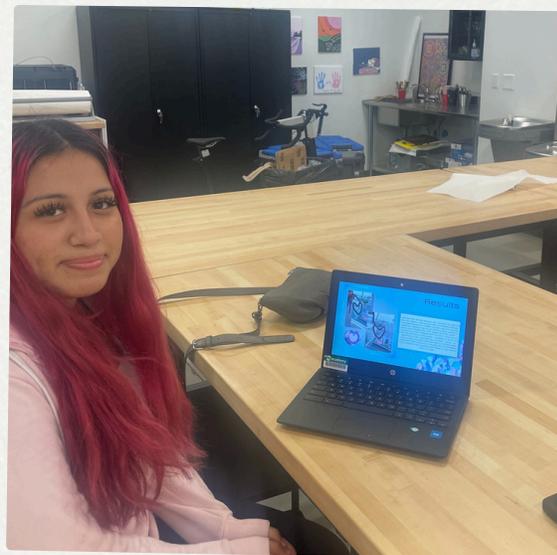
San Diego County Office of Education (SDCOE)

- SDCOE LCAP The Power of Alignment: From Planning to Student Success Conference



Shared by Learning Facilitator, Mrs. Sullivan:

Isabel is giving an oral presentation of her Chemistry project that she helped develop in Headrush. Her brother, an educational partner, conducted the experiments with Isabel. Isabel's presentation included photos, data collection, and conclusions. Isabel presented her oral presentation to me at the Respect Project location in San Marcos.



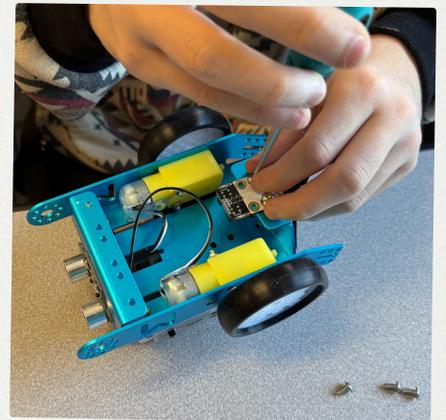
Effective Instruction and Student Engagement



Shared by Learning Support Specialist, Mrs. Chromicz:

A shared interest in robotics and programming inspired Achilles and Noah to collaborate on a hands-on robotics exploration. The students began by following technical directions to construct Bluetooth-enabled robots and tried block-based programming to control their movements. Early experimentation produced creative—and sometimes wildly unexpected—results, prompting the students to recognize the need for more structured programming strategies.

Realizing the connection between programming logic and the mathematical functions they are studying, the students requested additional opportunities to learn coding within their math classes. Because coding concepts such as inputs, outputs, variables, and functions align naturally with mathematics competencies, these skills can be easily embedded into their math studies. Students are currently applying function concepts through spreadsheet-based problem solving. They will expand this work in the new year by incorporating structured block-coding strategies in their quest for getting their robots to complete specific tasks of their choice. Hopefully, they will share some of their fun adventures with robotics with others.



Effective Instruction and Student Engagement



// Shared by Learning Facilitator, Mrs. Andres:

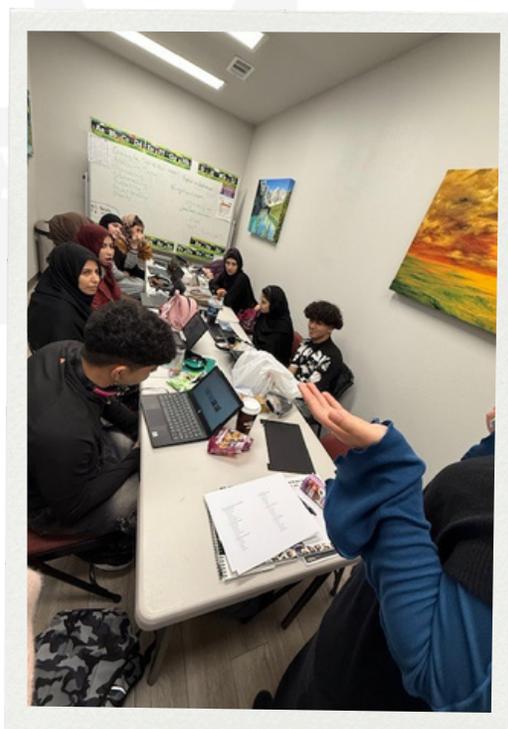
Celebrating Our Dedicated English Learners

Learning a new language requires persistence, courage, and a lot of heart. I want to take a moment to shine a spotlight on our incredible EL students who are doing exactly that as they master the English language.

What stands out most isn't just the progress they are making, but the energy they bring to the classroom. Rain or shine, these students arrive with smiles on their faces and a genuine eagerness to learn. They don't just show up; they show up ready to grow.

Every "hello," every correctly structured sentence, and every shared laugh in class is a victory. These students aren't just learning words; they are opening doors to new opportunities, friendships, and a brighter future.

I am incredibly proud of their dedication. Their excitement for learning is contagious, and it reminds us all that with a positive attitude, no goal is out of reach. //



Assessment and Continuous Improvement



MY Academy Staff Participated In:

Charter Authorizer Support Initiative (CASI)

- Charter Chats 2026

Charter Impact and My Academy

- Fall 2 Kick-Off Meeting

PARSEC Education

- Dashboard Revision Meeting (Virtual)

San Diego County Office of Education (SDCOE)

- Differentiated Assistance Kickoff Meeting
- SDCOE LCAP Midyear Update and LREBG Implementation Office Hour

Sonoma County Charter SELPA

- Alternative Pathway to a Diploma CoP (Virtual)



School Culture and Student Support

MY Academy Staff Participated In:

Access, Inc

- Youth Drop-In Center Grand Opening (In Person)

County of San Diego

- Human Trafficking Advisory Council Meeting (In Person)

Office of Youth and Community Restoration (OYCR)

- Youth Justice Action Webinar (Virtual)

Prosecutors Alliance

- Prosecutors Alliance Third Thursday Trainings (Virtual)

San Diego County Sheriff's Department

- RESPECT Project Cohort Graduation (In Person)

San Diego Workforce Partnership (SDWP)

- Board of Directors Quarterly Meeting (In Person)
- Metro Career Center Meet and Greet (In Person)
- Possibility Project Meeting (In Person)
- Request for Proposals (RFP)
- For Youth Workforce Development (Virtual)
- Youth Employment Opportunity Program (YEOP)

SchoolHouse Connection

- Unlocking Title I Dollars: A Guide for Supporting Students Experiencing Homelessness (Virtual)

South Metro Career Center

- Possibility Project Implementation Meeting

SDCOE

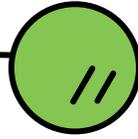
- Virtual Gathering of Alternative Education leaders across San Diego and San Bernardino Counties

Shared by Learning Facilitator, Mrs. Sullivan:

David is using a pipette in the science lab at the Safari Park meet-up. After the science lab, David said, "That makes me want to think about becoming a Scientist". Even though David is now on another learning facilitator's roster, this collaborative event demonstrated David felt valued and safe to express himself. He took academic risks as he worked in a science lab collaborative environment.



Inclusive School Culture



Shared by Learning Facilitator, Mrs. Shuster:

Students made gingerbread houses that needed to be Earthquake proof. Mr. Collins was the Earthquake tester.

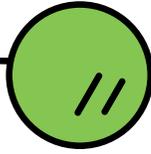
It was a team effort and all the students learned how important a strong foundation is.

The team-based gingerbread house lesson supports MY Academy's inclusive school culture by creating a safe, structured, and engaging learning environment where all students can participate and succeed.

The activity fosters trust, respect, and professionalism as students work toward a shared goal, feel valued as contributors, and are supported in taking academic and social risks within a positive, supportive culture.



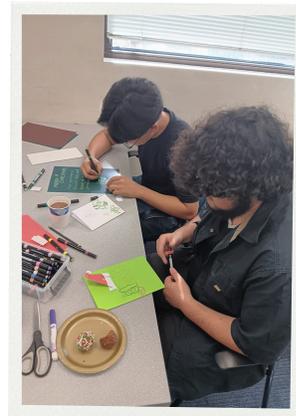
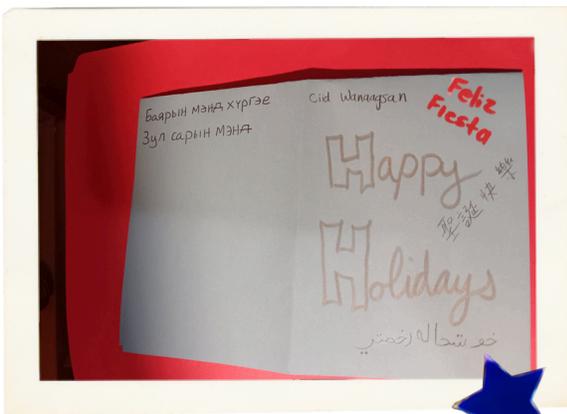
Inclusive School Culture



Shared by Learning Facilitator, Mrs. Hensley:

Students, Learning Facilitators, and counselors from the South Cluster recently gathered for a meaningful community service event, crafting heartfelt letters and original artwork for a local elderly care facility. By blending creativity with academic practice, students earned class credit while fostering a sense of community connection.

Highlighting our rich, multi-cultural environment, one letter featured a "Happy Holidays" message written in six different languages, representing the diverse backgrounds of our students and staff. This event exemplifies MY Academy's commitment to continuous improvement by providing a safe, supportive, and inclusive learning environment. We are proud to foster a positive school culture built on trust, respect, and high expectations for every student.



Inclusive School Culture



Shared by Learning Facilitator, Mrs. Andres:

A dedicated group of MYAcademy students took a massive step forward in their educational journeys last week!

These individuals started preparing by building their resumes that highlight their unique skills, participated in mock interviews held by Ms Husna Dawar then participated in the Job Fair at the Riverside Workforce Development event held on January 24, 2026. These proved that they are ready to explore careers.

"The bridge between talent and opportunity is preparation. These students aren't just waiting for graduation; they are building their future today."



Inclusive School Culture

Shared by Learning Facilitator, Mrs. Quan:

The Carmel Mountain Ranch/ Sabre Springs Rec Center Pickleball Group had a Cookie Exchange for December. MYA students were invited to play pickleball and share in the cookie spread. Connecting the students to the community and what is offered at the various Rec Centers around San Diego. Community Outreach at its BEST!



Inclusive School Culture



Shared by Learning Support Assistant - Special Education, Mrs. Siegel:

During a recent board meeting, a student and their parent attended a Special Education (SPED) presentation, offering a valuable family perspective on our school community. The parent shared that the presentation helped them gain a deeper understanding of our school overall, with a clearer picture of the current programs, supports, and services within the SPED department. Both the student and parent appreciated learning how our team is meeting students' needs and continuing to grow and improve.

In addition, attending the meeting provided an opportunity to observe parliamentary procedures in action. They gained insight into the structure and protocols that guide board meetings, including how agendas are followed, motions are made, and decisions are discussed and approved. This experience offered a meaningful look at how school governance works and how voices and information are formally shared.

Their participation reflects the importance of family engagement and transparency, and we appreciate their interest and involvement in our school community.



Multi-Tiered System of Supports

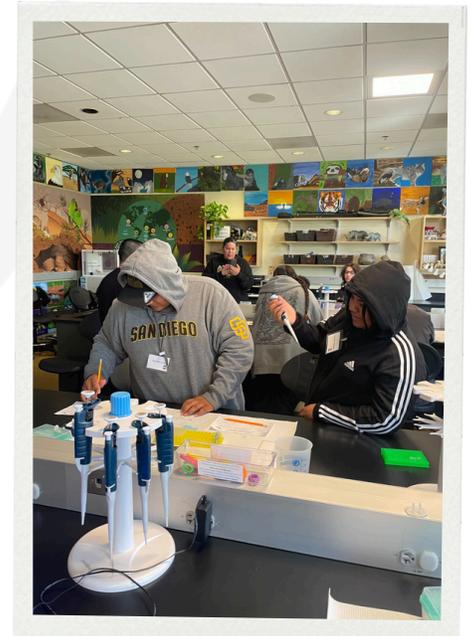
Shared by Learning Facilitator, Mrs. Sullivan:

Co-Curricular Activity-Rocky Heron met with students at the Vista Library. One of the parents thanked me afterwards and said that her son Angel, had "asked" to go. The topic of "I Choose My Future" was applicable to the students' personal growth.



Shared by Learning Facilitator, Mrs. Sullivan:

Crisanto and Vanessa are partnering in a science lab at the Safari Park. Instructions were provided in English and Spanish. This Co-Curricular environment offered knowledge building, social skill opportunities, and confidence building. It was amazing how many smiles there were in the Safari Park lab with MYA students.



Multi-Tiered System of Supports

Shared by Learning Facilitator, Mrs. Sullivan:

Bill, Yvonne, and I were invited to attend Isabel's graduation ceremony with our partners at the Respect Project. MYA partners with the Respect Project, where students are given co-curricular opportunities to grow in their social skills and leadership. Isabel meets with me at the Respect Project for her weekly meetings.



Coversheet

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

Section: VII. Correspondence/Proposals/Reports
Item: B. Local Control and Accountability Plan (LCAP) Mid-Year Update,
Presented by Melissa Lato, Assistant Director
Purpose: FYI
Submitted by: Melissa Lato
Related Material:
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update.pdf

BACKGROUND:

The mid-year LCAP provides an update on progress toward MY Academy's goals, including mid-year data on actions and expenditures, outcome data on key metrics, and a review of the Budget Overview for Parents.



2025-2026 Mid-Year Local Control and Accountability Plan (LCAP) Update

February 2026



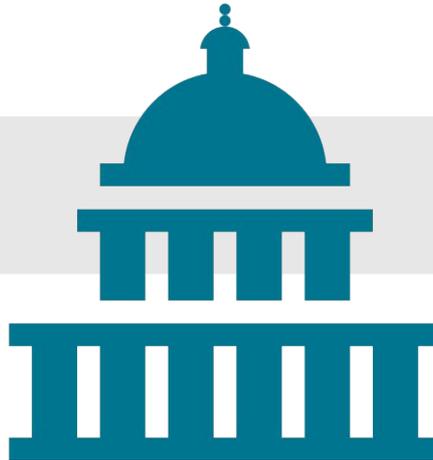
Background



Historic
funding for
education

Expectation of additional
accountability from
the Legislature

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



Requirements



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



A report on the Annual Update to the LCAP



A report on the LCFF Budget Overview for Parents



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



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

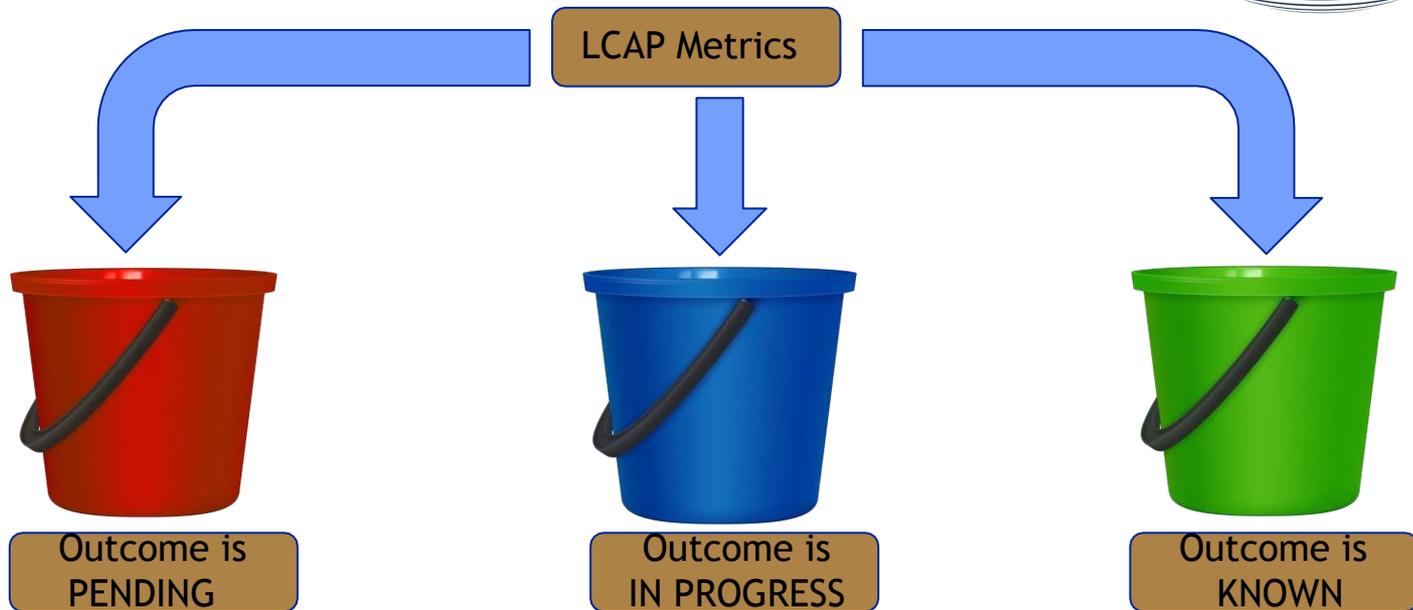
June vs. 1st Interim Budget



Projected General Fund Revenue	Amount planned in June LCAP	Revenues as of 1st Interim	Difference
Total LCFF Funds	\$4,377,821.00	\$4,604,217.00	\$226,396.00
LCFF Supplemental & Concentration Funds	\$823,731.00	\$1,050,127.00	\$226,396.00
All other State Funds	\$676,944.00	\$684,034.00	\$7,090.00
All Local Funds	\$6,450.00	\$12,328.00	\$5,878.00
All Federal Funds	\$584,581.00	\$586,906.00	\$2,325.00
Total Projected Revenue	\$5,645,796.00	\$5,887,485.00	\$241,689.00



Mid-Year Update: LCAP Metrics



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

LCAP Goal 1



- Increase academic performance in ELA, mathematics and reading
- Implement effective teaching methods, provide a stimulating curriculum, and utilize multiple assessments
- All students, including those furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomically disadvantaged, homeless, foster, black, Latinx, and Native American youth



LCAP Goal 1: Known Metrics



Metric	Baseline	Desired Outcome	Mid-Year Update
Student Achievement: Course Completion Rate	93.3% Course Completion Rate	85% or higher	Not available at this time
Student Achievement: Graduation Rate	All Grad Rate: 46% DASS Grad Rate: 75%	Ages 18-25: 85% School Aged: 90%	19% (14 out of 75 students)
CAASPP ELA met or exceeded	All Students: 34.4%	2% increase in met or exceeded	Not available at this time
CAASPP Math met or exceeded	All Students: 11.11%	2% increase in met or exceeded	Not available at this time
CAASPP Science met or exceeded	All Students: 17.46%	2% increase in met or exceeded	Not available at this time

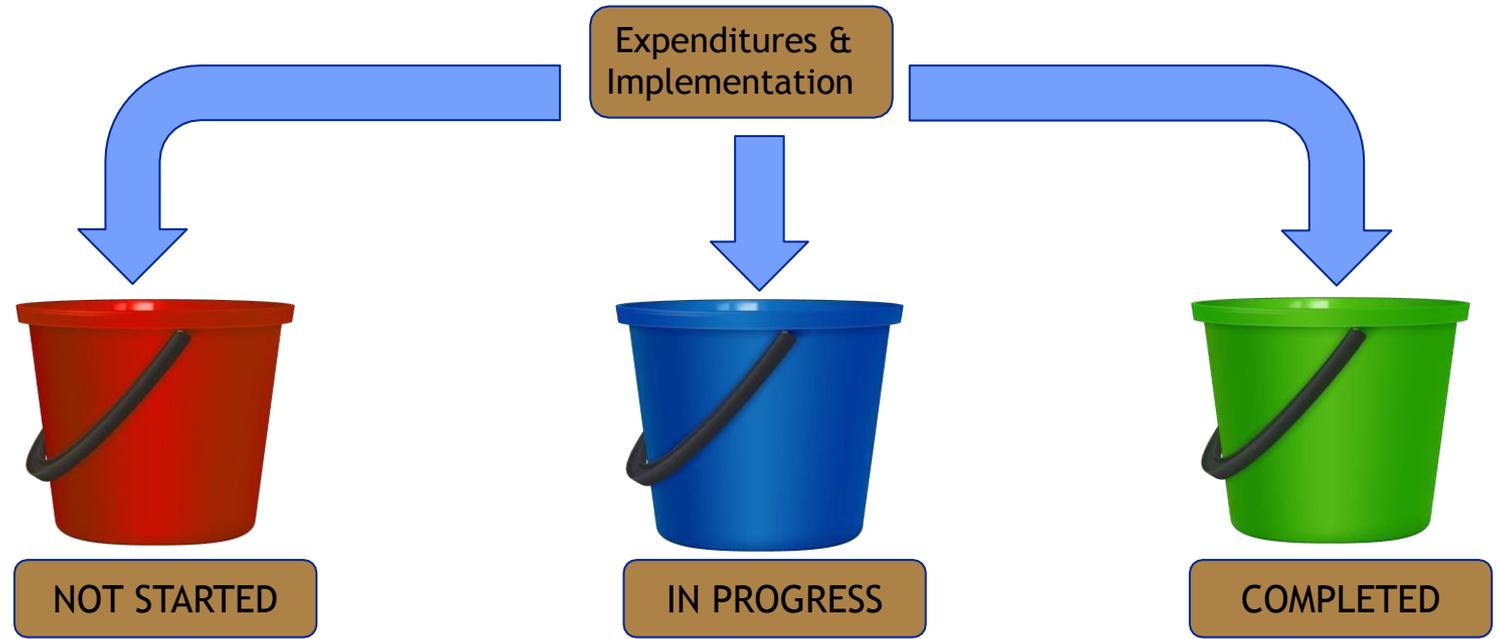




LCAP Goal 1: Known Metrics

Metric	Baseline	Desired Outcome	Mid-Year Update
Student Achievement: ELPAC	Level 1: 16.67% Level 2: 27.78% Level 3: 50% Level 4: 5.56% Reclassification: 19.6%	2% increase in levels	Not available at this time
Implementation of State Standards and access to curriculum-aligned instructional materials	Standard Met	Standard Met	Standard Met
Qualified and Effective Teachers, Teacher Credentialing	Standard Met 100% of teachers are appropriately credentialed for the courses they teach	Maintain 100% of teachers are appropriately credentialed	Standard Met 100% of teachers are appropriately credentialed for the courses they teach
Availability of textbooks and other instructional materials	Standard Met 0% Students lacking textbooks and other instructional materials	Maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of our students	Standard Met 0% Students lacking textbooks and other instructional materials





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



LCAP Goal 1: Expenditures and Implementation



Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
1.1 Academic Achievement - Student Achievement	0	0	In Progress
1.2 Monitoring Student Progress - Student Achievement, School Counselor	0	0	In Progress
1.3. Academic Content - Implementation of State Standards - Curriculum, Materials and Supplies	\$121,160.00	\$138,489.00	Completed
1.4 Professional Development	\$17,700.00	\$5,335.46	In Progress
1.5 Learner Outcomes - Student Achievement	0	0	In Progress
1.6 Other Student Outcomes - SWD test participation, Certificated and Student Success Coordinator, SPED staffing costs	\$686,296.00	\$163,670.49	In Progress
1.7 Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	\$494,704.00	\$155,111.20	In Progress
1.8 Academic Achievement - Student Achievement - Student Success Coordinator	\$75,194.00	\$26,425.84	In Progress



LCAP Goal 2



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



LCAP Goal 2: Known Metrics

Metric	Baseline	Desired Outcome	Mid-Year Update
Attendance Rate	94%	85% or higher	89%
Expulsion Rate	0%	5% or less	0%
Suspension Rate	0%	5% or less	0%
Chronic Absenteeism	All: (294), (47) 16.0% Hispanic: (163), (23) 14.1% Am. Indian: (14), (3) 21.4% White: (74), (15) 20.3% EL: (25), (9) 36% Socioeconomic:(224), (41) 18.3% Students with Disabilities: (58), (10) 17.2%	Annually increase attendance rate to decrease chronic absenteeism rate by 5%.	Not available at this time



LCAP Goal 2: Known Metrics



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





LCAP Goal 2 - Expenditure and Implementation Data

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
2.1 School Climate - School Counselor	0	0	In Progress
2.2 Highly Qualified Teachers - Basic Services Salaries and Benefits	\$1,595,469.00	\$471,687.63	In Progress
2.3 Technology - Course Access, Laptops and hotspots	\$171,343.00	\$4,066.44	In Progress
2.4 Student Progress Communication - Parent Involvement	0	0	In Progress
2.5-2.8 Professional Development - School Climate	0	0	In Progress
2.9 School Climate	0	0	In Progress



LCAP Goal 3



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





LCAP Goal 3 - Known Metrics

Metric	Baseline	Desired Outcome	Mid-Year Update
Attendance Rate	94%	85% or higher	89%
Expulsion Rate	0%	Expulsion rate of 5% or less	0%
Suspension Rate	0%	Suspension rate of 5% or less	0%
LCAP Input Survey	2024: 112 participants	Increase LCAP Input Survey Participation by 5% annually.	2025: 49 participants



LCAP Goal 3- Known Metrics



Metric	Baseline	Desired Outcome	Mid-Year Update
LCAP Input Survey Overall Satisfaction	92.4% of survey respondents overall, satisfied with school. 96.7% of survey respondents overall, satisfied the school is providing student support in attaining their academic goals. 97.8% of survey respondents overall, feel satisfied with the school in providing input opportunities for me to participate in the school and my child's education.	Achieve 95% Satisfaction Rate	LCAP Survey Themes: 1. Personalized learning plans and innovative tools support student success 2. Teachers support student engagement and achievement 3. Flexible programs cater to individual learning needs 4. MY Academy supports student graduation and future plans
Parent and Family Engagement Policy Review	Parent and Family Engagement Policy reviewed annually	Review and update annually	Completed
School Safety Plan and Training	All School Staff trained annually	Review and train annually	Completed



LCAP Goal 3 - Expenditure and Implementation Data

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
3.1 Educational Partner Engagement and Partnerships	0	0	In Progress
3.2 R&B Communication - Student Engagement/Parent Involvement	\$20,640.00	\$30,091.50	In Progress
3.3 Student Engagement/Parent Involvement and Relationships Safe School	0	0	In Progress
3.4 School Safety - School Climate	0	0	In Progress
3.5 Student Administrative Technician and classified staff	\$28,483.00	\$7,532.53	In Progress
3.6 Operations of the School	\$161,349.00	\$105,095.92	In Progress
3.7 Student Engagement	0	0	In Progress

LCAP Goal 4



- Access to college and career opportunities
- Increase course completion and graduation rates
- All students, including those furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomically disadvantaged, homeless, foster, black, Latinx, and Native American youth

LCAP Goal 4 - Known Metrics



Metric	Baseline	Desired Outcome	Mid-Year Update
Student Achievement: Graduation Rate	All Grad Rate 2022-23: 46% DASS Graduation Rate: 2022-23: 75%	All Grad Rate: 90% DASS Graduation Rate: 85%	19% (14 out of 75 students)
Student Achievement: Course completion rate	93.3%	85%	Not available at this time
Access to a Broad Curriculum: College/Career Prepared Pupils enrolled and completion in A-G courses required for UC/CSU Admission	2023 College/Career Prepared Rate Students enrolled in UC/CSU Admission 23.35% Graduates who completed all courses for UC/CSU: 6.24%	2% increase annually	Not available at this time
Access to a Broad Curriculum: College and Career Indicators	8.3% prepared 6.7% approaching prepared 85% not prepared	2% increase annually	Not available at this time



LCAP Goal 4 - Expenditure and Implementation Data



Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
4.1 CTE - Course Access - KRA	\$48,521.00	\$20,745.95	In Progress
4.2 School Counselor	\$241,939.00	\$68,666.64	In Progress
4.3 Curriculum, Instruction, Interventions - Course Access	0	0	Completed
4.4 Student Achievement Academic Interventions	0	0	In Progress
4.5 Student Achievement - Student Progress - Student Success	\$37,597.00	\$10,228.86	In Progress
4.6 EL Testing Specialist	\$37,597.00	\$10,228.86	In Progress
4.7 Student Achievement - EL Testing Specialist	0	0	In Progress
4.8 Student Engagement - Transit passes, YMCA, Campo Ed Center food	\$9,000.00	\$954.00	In Progress
4.9 Student Engagement	0	0	In Progress





Closing

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



Questions?

*MY Academy- Where we
choose hope.*



Coversheet

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

Section: VII. Correspondence/Proposals/Reports
Item: C. Local Control and Accountability Plan (LCAP) Educational Partner Engagement Presentation, Presented by Melissa Lato, Assistant Director
Purpose: FYI
Submitted by: Melissa Lato
Related Material: 2025-2026 LCAP Educational Partner Engagement Presentation.pdf

BACKGROUND:

The Local Control and Accountability Plan (LCAP) Educational Partner Engagement presentation summarizes outreach efforts conducted throughout MY Academy's LCAP process, key findings from educational partner surveys, and the feedback collected. It also outlines the action steps the Academy is taking in response to this input to strengthen engagement and outcomes.



2025-2026 LCAP Educational Partner Engagement Presentation



January 2026

Educational Partner Engagement



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

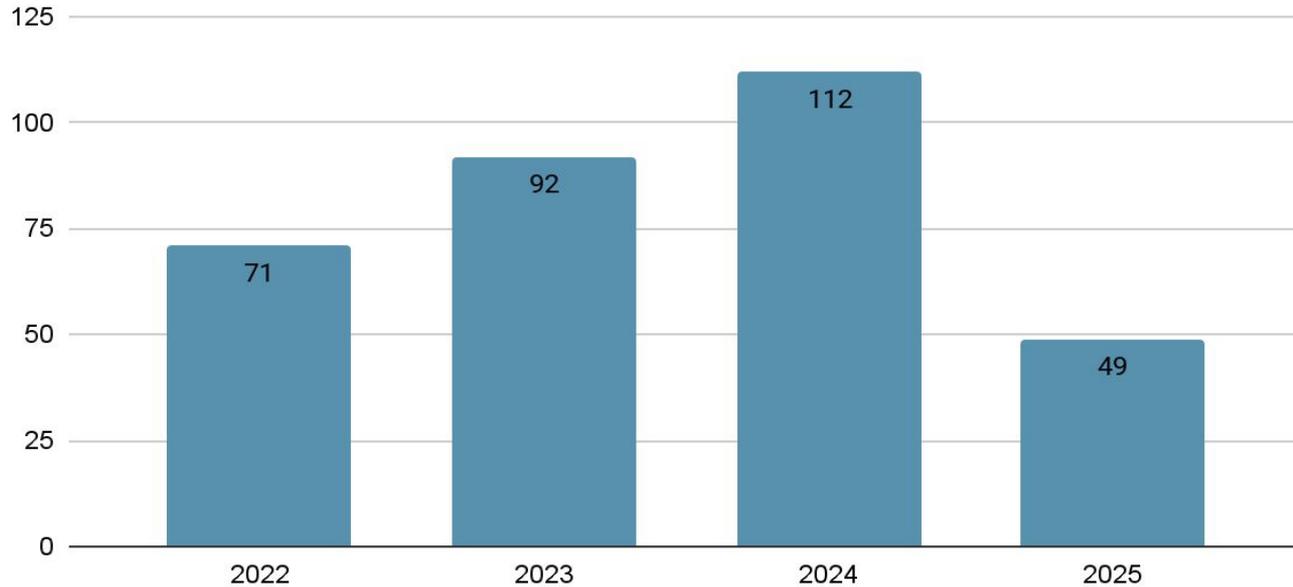
- **Staff:**
 - Weekly staff collaboration meetings on Mondays at 10:00AM
- **Leadership:**
 - Weekly leadership meetings on Fridays at 11:00AM
- **School Board:**
 - Mid-Year Report Input: 02/12/26
- **Community Partners:**
 - Weekly, Quarterly, or as needed: Possibility Project, Project Safe, Handle with Care, Respect Project, COPES, Campo Education Center
- **Educational Partners:**
 - SSC Meetings: 11/18/25, 01/20/26, 03/17/26, 05/19/26
 - EPAC Meetings: 11/19/25, 01/21/26, 03/18/26, 05/20/26
 - ELAC Meeting: 11/20/25, 01/22/26, 03/19/26, 05/21/26
 - LCAP Input Survey

Educational Partner Input Survey Participation Rates



LCAP Input Survey Participation Rate

Motivated Youth Academy

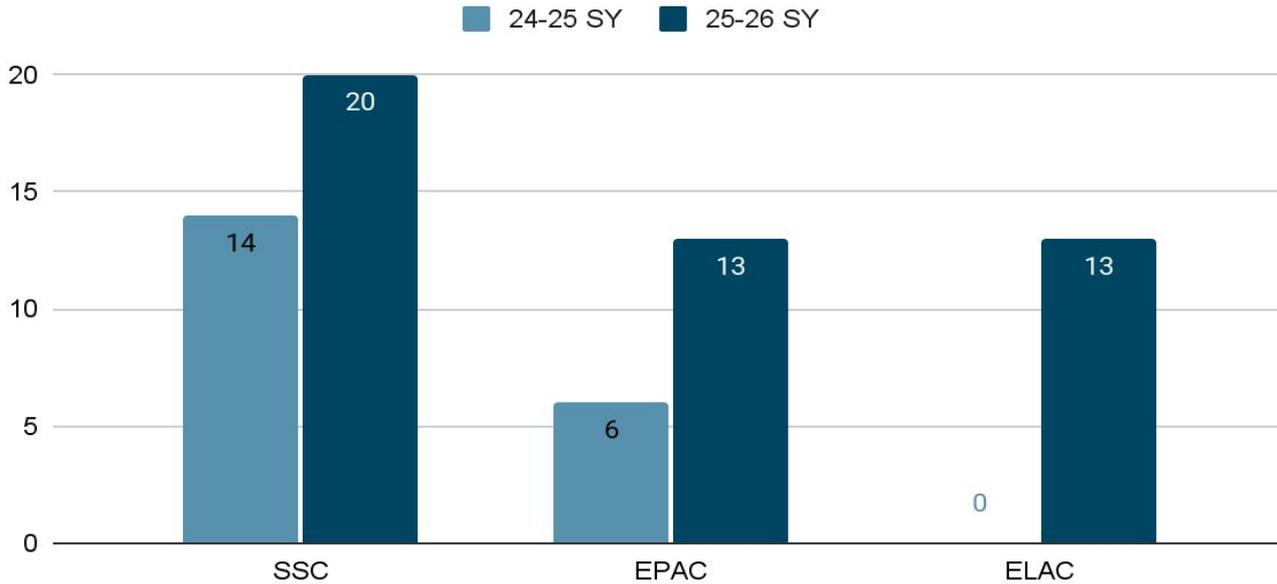


Educational Partner Participation In School Meetings



Educational Partners Participating in School Meetings

Motivated Youth Academy





LCAP Survey Questions: Parents and Students

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

LCAP Goal #1
Increase
Academic
Achievement

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

LCAP Goal #4
College &
Career
Opportunities

LCAP Goal #2
Positive School
Culture

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

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

LCAP Goal #3
Increase
Engagement &
Involvement

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



LCAP Parent Survey:

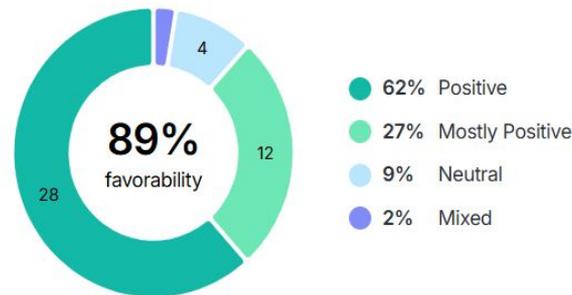


Overview

- Parents appreciated the individualized approach, where materials are tailored to student interests
- MYA is seen as doing an excellent job, providing resources, and having staff who are supportive, non-judgmental, and always ready to assist with various needs.
- Fosters a safe and respectful learning environment.
- MYA excels at listening to students and providing opportunities for their participation.

Sentiment Analysis

Submissions	Respondents	Open-ended questions
45	9	5



LCAP Student Survey:

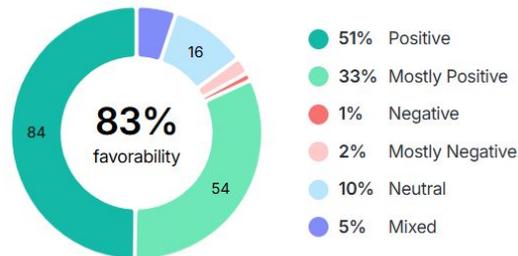


Overview

- A well-rounded education is provided via flexible digital learning and personalized teacher support.
- Students largely express comfort reaching out.
- Edmentum, Freckle, and Exact Path tailor learning
- MYA is viewed as highly effective in creating a safe and respectful learning environment.
- Staff provides guidance on future planning, career exploration, and college routes.

Sentiment Analysis

Submissions	Respondents	Open-ended questions
166	36	5





Student Survey Responses - Positive:

I feel comfortable reaching out for help because the adults here really understand and never make it feel embarrassing or awkward. They remind us that it's okay to ask for support, and they've created an environment where I know I'll be listened to and taken seriously. Overall, I feel confident that if I ever need help with my mental or emotional health, I can reach out and the school will be there for me.



MYA listens to students and gives me opportunities to share my ideas. My teachers invite me to get involved in school activities and always encourage me to participate and have fun.





Student Survey Responses - Positive:



The teachers make learning more fun than at other schools. They create projects based on what you enjoy and are always very patient.



The classes and materials at Motivated Youth Academy help me learn new skills, think better, and grow in different subjects. They give me a well-rounded education.



Parent Survey Responses - Positive:



This is a very good school. The teachers are open and supportive with their students, and they always try to create a comfortable environment where students feel safe opening up and asking for help. Whether a student needs support with mental health or schoolwork, the staff is always there to help in any way possible. They encourage students to do the same for one another, which I really appreciate. MY Academy is always there to support its students.

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



My child is comfortable reaching out and talking to his teachers and even when he doesn't feel all that motivated, they find a way to help bring him back to the table and get things done.

Parent Survey Responses - Positive:



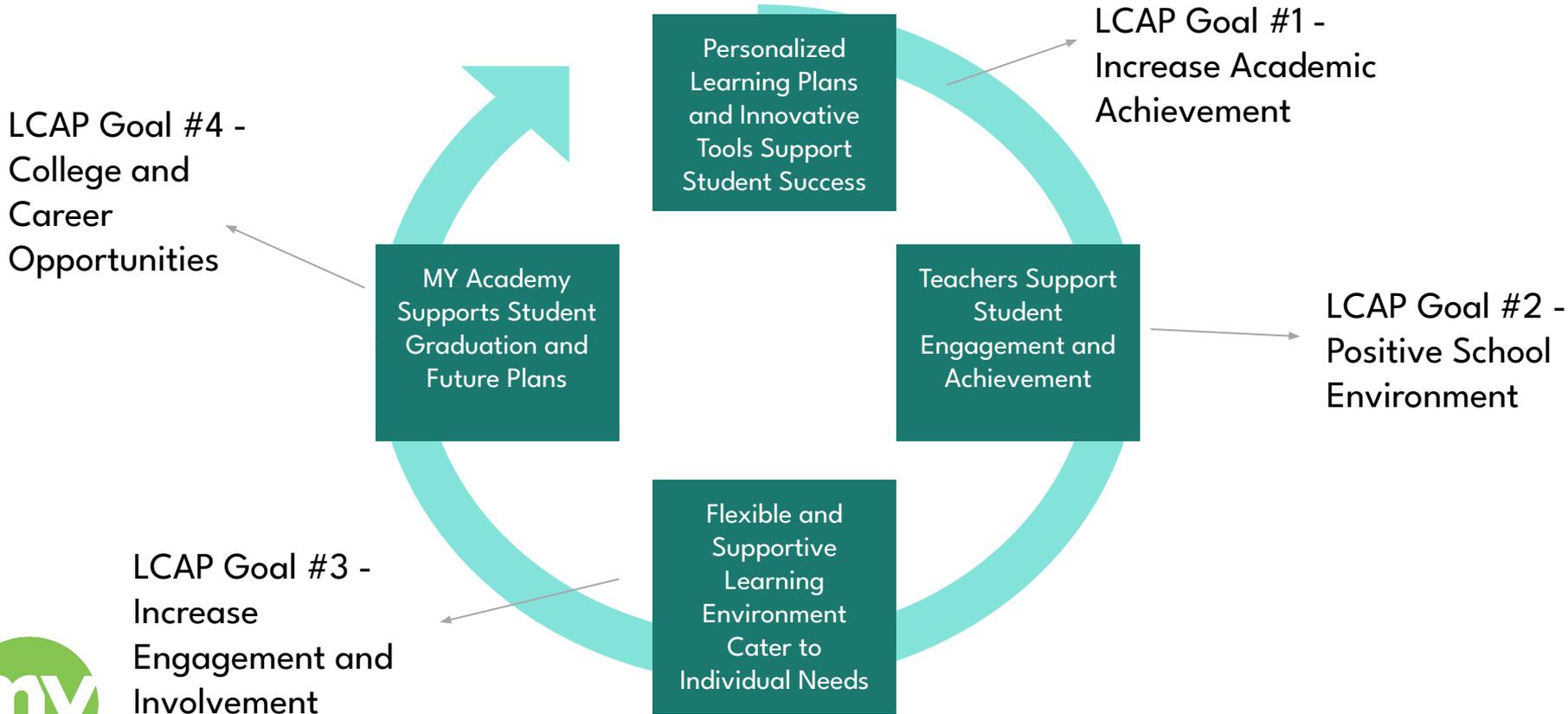
They listen to the student's recommendations and also help them to accomplish their goals for the site. My daughter and her friends are working to put together a school dance right now.

The materials aren't all classic. They make it more individualized to things that they enjoy. Learning has become more fun for my child and he has gained more confidence in himself to do the work.





LCAP Survey Themes: Parents and Students



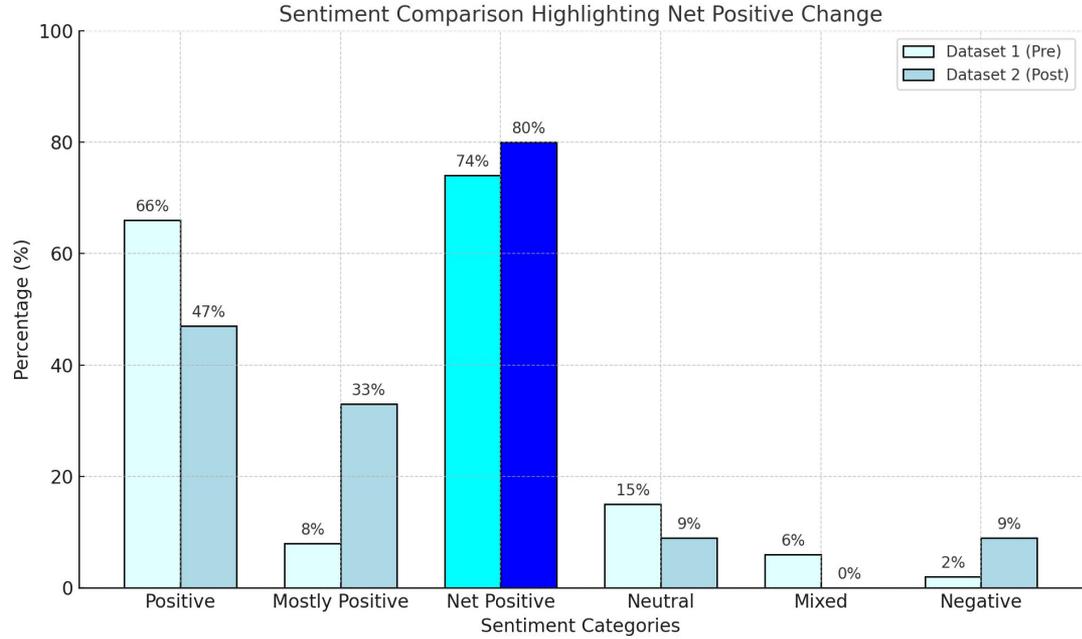


Questions?

*MY Academy- Where
feedback in critical.*



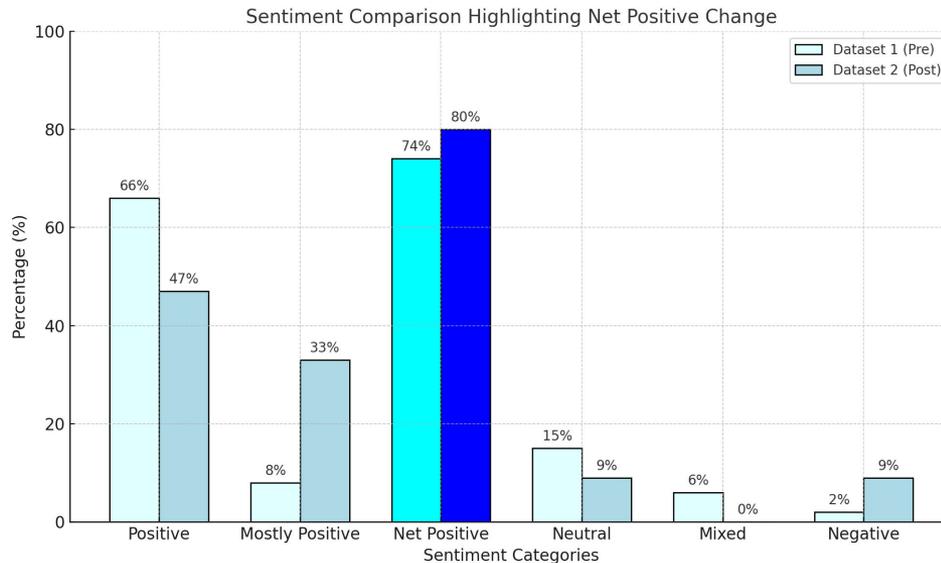
Quantitative Overall Analysis



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



Comparison Between Student Surveys



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



LCAP Goal 1: Themes from Student Survey



Teachers Foster Personalized Learning Experiences:

Many students appreciate the personalized approach, where teachers integrate students' interests into challenging subjects, making learning both engaging and effective.

Innovative Tools and Strategies Support Student Success:

Students frequently mention the use of digital tools like Edmentum and Headrush, which streamline learning and assignment submission, thereby supporting their academic success.

Flexible Learning Environments Enhance Student Engagement:

The flexibility of the learning environment at MYA allows students to work at their own pace and adapt their learning methods, which enhances their ability to concentrate and understand the material.



LCAP Goal 2: Themes from Student Survey



Community Encourages Seeking Help and Support:

Students feel encouraged to seek help due to the understanding and non-judgmental attitude of the school staff, fostering a supportive community.

Schools Offer Comprehensive Mental Health Resources:

The school offers a range of mental health resources, including counselors and community partnerships, ensuring students have access to necessary support.

Teachers Provide Emotional Support:

Many students express comfort in approaching teachers for emotional support, highlighting the strong relationships and trust built within the school environment.



LCAP Goal 3: Themes from Student Survey



Motivated Youth Academy Prioritizes Student Safety and Respect:

Students frequently mention the personalized attention and supportive staff who actively listen and address concerns, contributing to a sense of safety and respect.

Motivated Youth Academy Champions Inclusivity and Open Communication:

The academy's emphasis on inclusivity is evident in its welcoming environment, where students feel comfortable expressing themselves and are encouraged to participate in open dialogues.

Motivated Youth Academy Offers Flexible and Supportive Learning Environment:

The flexible learning model, allowing students to work at their own pace and in a stress-free setting, is highlighted as a key factor in creating a supportive educational experience.



LCAP Goal 4: Themes from Student Survey



Academy Staff Support Student Graduation and Future Plans:

Numerous responses highlight the proactive role of staff in offering tailored advice and resources for post-graduation plans, including college and career pathways.

Personalized Guidance Enhances Career and Life Skills:

The emphasis on personalized learning experiences and practical life skills, such as career workshops and financial literacy, is a recurring theme in student feedback.

Teachers Encourage Student Engagement and Achievement:

Students frequently mention the dedication of teachers in motivating them to complete assignments and explore new learning opportunities, fostering a supportive educational environment.



Coversheet

Financial Update, Presented by Roger Castillo, Charter Impact

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



Motivated Youth Academy

December 2025 Financials

2/12/2025 Board Meeting

Legislative Updates

- The Governor’s Proposed Budget for FY26-27 is now available.
- Revenue projections rely heavily on a strong Stock Market so there is a ton of volatility baked into the Proposed Budget.
- Proposed COLA for FY26-27 is 2.41% and is **.61%** less than prior estimates. Base LCFF will increase as seen in the table below for next fiscal year.

Grade Span	2025-26 Base Grant Per ADA	2.41% COLA	2026-27 Base Grant Per ADA
TK-3	\$ 10,256	\$ 247	\$ 10,503
4-6	\$ 10,411	\$ 251	\$ 10,662
7-8	\$ 10,719	\$ 258	\$ 10,977
9-12	\$ 12,423	\$ 299	\$ 12,722

- COLA is applied to: LCFF, Equity Multiplier, State Preschool, SPED (not MH), CNIPS, Youth Foster Care, MBG, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Education Childhood Education Programs; not all funding received this increase.

Legislative Updates cont.

- The following highlights the Ongoing Investments in Public Education:

Governor's Proposed Investments to Education

- **Funding the LCFF COLA at 2.41% (\$2B)**
- **Adding one-time Discretionary Block Grants (\$2.8B)**
- **Augmenting Access for Community Schools (\$1B)**
- **Fully Repaying the 14.3% LREBG Clawback (\$.75B)**
- **Increasing the SPED Base Rate for AB602 (\$.5B)**
- **Deferrals Buy-back (\$1.9B)**

- The FY26-27 Budget is relying and hoping that the stock market remains propped up by the AI bubble. There is a lot of reliance on high income earners instead of lowering costs or increasing revenues. LEA's must be fiscal prudent going forward.
- This appears to be a “wait and see” Budget from the Governor that suggests we will have more actionable and accurate information at the May Revise.

Compensation Options & Implications

- We can no longer expect to see COLA at 5%, 8%, and 13% as these were outliers.
- Any downward pressure to the economy will put fiscal pressure on MYA.
- We prescribe a prudent and conservative budget approach during uneasy times.
- Should Budget assuming only a 1% COLA will materialize by the May Revise.
- MYA can elect for another one-time Retention Stipend, if financials allow it.
- This avoids permanent/high fixed costs in a volatile & inflationary environment.

Highlights

- Variances are comparing November & December actuals against the 1st Interim.
- New FCMAT Calc v26.2a is being utilized which include COLA changes for the MYP.
- Projected Enrollment at 319, ADA at 296.67, and the Attendance Yield at 93%.
- The Days cash on hand is currently projecting at 68 days.
- Revenues have been updated but remain very close to prior projections.
- Expenses are trending \$102K lower at the mid-year point.
- Year-end surplus is forecasting at \$298K and increased by \$103K this month.

Compliance and Reporting

- 14.47 : 1 Pupil to Teacher – compliant
- 40/80 currently supports an 85% funding determination: FY25-26 is NOT a funding determination year.

Pupil:Teacher Ratio	
14.47 : 1	

Cert.	Instr.
52.5%	76.9%
735,561	(182,928)

Revenue

- Revenues remain forecasting at \$5.88M & virtually identical to the 1st Interim.
- State Aid Revenue remains unchanged this month and at \$4.60M.
- Federal Revenues are at \$588K and added \$1K in additional Title I funding.
- Other State Revenue is forecasting at \$683K & decreased by \$1K from the NSLP.
- Other Local Revenue keeps the prior forecasting amount of \$12K.
- Revenues remain trending very close to prior projections.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 1,901,933	\$ 1,342,017	\$ 559,916	\$ 4,604,217	\$ 4,377,821	\$ 226,396
Federal Revenue	17,435	186,482	(169,047)	588,360	584,581	3,779
Other State Revenue	82,517	172,935	(90,418)	683,406	676,944	6,462
Other Local Revenue	8,448	3,003	5,445	11,895	6,450	5,445
Total Revenue	\$ 2,010,332	\$ 1,704,436	\$ 305,896	\$ 5,887,878	\$ 5,645,796	\$ 242,082

Expenses

- Expenses are forecasting at \$5.58M and are \$102K less than 1st Interim.
- Personnel costs are \$93K lower due to 1 open position and lower Benefits costs.
- Operational costs decreased by \$9K and mostly for these line items:
 - Insurance - \$1K less and is trending a bit lower than budget.
 - Facilities & Leases – \$3K less in Rent and Other Leases costs.
 - Professional Services – \$5K less with costs trending downward at mid-year.
 - All other expense line-items are trending close to prior projections.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 1,032,183	\$ 1,114,372	\$ 82,189	\$ 2,243,296	\$ 2,334,805	\$ 91,509
Classified Salaries	400,638	385,222	(15,416)	889,227	782,950	(106,277)
Benefits	482,739	528,924	46,186	1,081,842	1,095,942	14,101
Books and Supplies	178,544	119,546	(58,998)	302,115	276,386	(25,728)
Subagreement Services	18,939	41,812	22,873	215,275	215,274	(1)
Operations	82,355	80,750	(1,605)	178,837	161,500	(17,337)
Facilities	18,562	21,900	3,338	41,080	43,800	2,720
Professional Services	259,859	307,580	47,720	637,903	625,363	(12,540)
Total Expenses	\$ 2,473,819	\$ 2,600,106	\$ 126,286	\$ 5,589,575	\$ 5,536,021	\$ (53,553)



Fund Balance

- The year-end surplus is at \$298K & is 5.34% of total expenses.
- The fund balance is projecting at 30.8% of annual expenses.
- LEA’s financials remain healthy as of December 2025.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (463,487)	\$ (895,670)	\$ 432,182	\$ 298,303	\$ 109,775	\$ 188,529
Beginning Fund Balance	<u>1,422,277</u>	<u>1,422,277</u>		<u>1,422,277</u>	<u>1,422,277</u>	
Ending Fund Balance	<u>\$ 958,791</u>	<u>\$ 526,608</u>		<u>\$ 1,720,580</u>	<u>\$ 1,532,052</u>	
<i>As a % of Annual Expenses</i>	17.2%	9.5%		30.8%	27.7%	

Appendices

- Monthly Cash Flow / Forecast 25-26
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Reminders

FY25-26 Motivated Youth Academy

Monthly Cash Flow/Forecast FY25-26

Revised 1/27/2026

Actuals Through: L

ADA = 296.67



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 296.67																
Revenues																
State Aid - Revenue Limit																
8011 LCFF State Aid	181,072	181,072	325,929	325,929	325,929	325,929	279,384	279,384	326,932	326,932	326,932	326,932	326,933	3,859,291	3,644,449	214,842
8012 Education Protection Account	-	-	13,327	-	-	13,326	-	-	14,834	-	-	-	17,848	59,334	59,334	-
8096 In Lieu of Property Taxes	-	-	-	-	209,420	-	44,117	44,117	129,313	64,657	64,657	64,657	64,656	685,592	674,038	11,554
	181,072	181,072	339,256	325,929	535,349	339,255	323,501	323,501	471,079	391,589	391,589	391,589	409,436	4,604,217	4,377,821	226,396
Federal Revenue																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	36,510	36,510	36,510	-
8290 Title I, Part A - Basic Low Income	-	-	15,123	-	-	365	-	-	-	-	-	-	46,463	61,951	58,401	3,550
8291 Title II, Part A - Teacher Quality	-	-	1,947	-	-	-	-	-	-	-	-	-	5,833	7,780	7,551	229
8296 Other Federal Revenue	-	-	-	-	-	-	120,530	-	-	120,530	-	-	241,060	482,119	482,119	-
	-	-	17,070	-	-	365	120,530	-	-	120,530	-	-	329,866	588,360	584,581	3,779
Other State Revenue																
8311 State Special Education	-	-	-	22,516	20,264	20,264	19,016	19,016	32,320	32,320	32,320	32,320	32,320	262,675	262,675	-
8520 Child Nutrition	-	-	-	-	-	-	1,567	1,567	1,567	1,567	1,567	1,567	3,134	12,538	16,497	(3,959)
8550 Mandated Cost	-	-	-	-	14,125	-	-	-	-	-	-	-	-	14,125	12,388	1,737
8560 State Lottery	-	-	-	-	-	-	16,286	-	-	16,286	-	-	48,418	80,991	80,991	-
8598 Prior Year Revenue	-	739	3,839	-	770	-	-	-	-	-	-	-	-	5,348	-	5,348
8599 Other State Revenue	-	-	-	-	-	-	73,313	2,036	2,036	73,313	2,036	2,036	152,960	307,730	304,394	3,336
	-	739	3,839	22,516	35,159	20,264	110,183	22,619	35,923	123,487	35,923	35,923	236,832	683,406	676,944	6,462
Other Local Revenue																
8660 Interest Revenue	2,795	2,042	1,721	423	-	880	167	167	167	167	167	167	-	8,860	2,000	6,860
8698 ASB Fundraising	-	-	-	-	-	-	490	490	490	490	490	-	-	2,448	4,450	(2,003)
8699 School Fundraising	338	250	-	-	-	-	-	-	-	-	-	-	-	588	-	588
	3,133	2,292	1,721	423	-	880	656	656	656	656	656	167	-	11,895	6,450	5,445
Total Revenue	184,205	184,103	361,886	348,868	570,508	360,764	554,870	346,776	507,658	636,262	428,168	427,678	976,134	5,887,878	5,645,796	242,082
Expenses																
Certificated Salaries																
1100 Teachers' Salaries	53,648	131,099	134,547	147,838	127,356	120,082	145,798	145,798	145,798	145,798	145,798	155,798	-	1,599,358	1,728,464	129,106
1175 Teachers' Extra Duty/Stipends	877	2,136	2,123	2,123	1,755	1,882	3,394	3,394	3,394	3,394	3,394	3,936	-	31,801	15,500	(16,301)
1200 Pupil Support Salaries	24,156	26,567	26,567	26,786	26,594	28,491	26,426	26,426	26,426	26,426	26,426	26,426	-	317,715	317,109	(606)
1300 Administrators' Salaries	23,190	23,291	25,190	25,505	25,190	25,190	24,478	24,478	24,478	24,478	24,478	24,478	-	294,422	273,732	(20,690)
	101,872	183,093	188,426	202,253	180,894	175,645	200,095	200,095	200,095	200,095	200,095	210,637	-	2,243,296	2,334,805	91,509
Classified Salaries																
2100 Instructional Salaries	25,981	26,824	36,536	33,299	29,819	36,504	37,720	37,720	37,720	37,720	37,720	37,720	-	415,282	202,147	(213,135)
2200 Support Salaries	30,790	31,183	31,362	31,529	30,237	31,537	31,326	31,326	31,326	31,326	31,326	31,326	-	374,592	580,804	206,212
2400 Clerical and Office Staff Salaries	4,868	5,867	6,169	1,452	3,191	3,490	12,386	12,386	12,386	12,386	12,386	12,386	-	99,353	-	(99,353)
	61,639	63,874	74,067	66,280	63,246	71,532	81,431	81,431	81,431	81,431	81,431	81,431	-	889,227	782,950	(106,277)
Benefits																
3101 STRS	19,338	34,578	35,712	35,244	33,082	32,302	39,033	39,033	39,033	39,033	39,033	41,090	-	426,510	445,948	19,438
3301 OASDI	3,892	4,329	5,047	5,498	4,338	4,928	5,436	5,436	5,436	5,436	5,436	5,436	-	60,649	48,543	(12,106)
3311 Medicare	2,375	3,513	3,760	3,964	3,506	3,558	4,233	4,233	4,233	4,233	4,233	4,392	-	46,234	45,207	(1,027)
3401 Health and Welfare	37,963	22,955	27,252	42,581	30,808	50,530	33,750	33,750	33,750	33,750	33,750	33,750	-	414,588	393,750	(20,838)
3501 State Unemployment	123	312	148	166	68	499	6,853	5,483	2,741	1,371	1,371	1,371	-	20,504	25,313	4,809
3601 Workers' Compensation	8,619	(3,273)	746	13,874	-	-	4,087	4,087	4,087	4,087	4,087	4,240	-	44,643	43,649	(995)
3901 Other Benefits	2,582	2,355	(359)	7,347	(4,155)	2,637	9,657	9,657	9,657	9,657	9,657	10,019	-	68,712	93,533	24,820
	74,892	64,769	72,305	108,673	67,646	94,454	103,051	101,680	98,939	97,568	97,568	100,298	-	1,081,842	1,095,942	14,101
Books and Supplies																
4100 Textbooks and Core Curricula	-	-	-	-	-	-	914	914	914	914	914	914	-	5,486	6,400	914
4302 School Supplies	-	-	-	-	-	15	35	9,289	3,273	3,273	3,273	3,273	-	22,429	22,429	-
4305 Software	113,508	4,905	5,284	14,793	1,668	12,505	4,127	4,326	4,326	4,326	4,326	4,326	-	178,420	146,160	(32,260)
4310 Office Expense	169	4,174	1,294	5,446	1,030	596	6,442	6,442	6,442	6,442	6,442	6,442	-	51,360	56,900	5,540
4311 Business Meals	100	1,468	815	1,432	475	95	1,230	667	617	617	617	617	-	8,748	8,000	(748)
4400 Noncapitalized Equipment	-	151	2,263	1,652	-	-	25	6,603	2,326	2,326	2,326	2,326	-	20,000	20,000	-
4700 Food Services	-	-	-	-	3,547	1,158	2,381	1,717	1,717	1,717	1,717	1,717	-	15,672	16,497	825
	113,777	10,698	9,656	23,323	6,720	14,370	15,153	29,958	19,615	19,615	19,615	19,615	-	302,115	276,386	(25,728)
Subagreement Services																
5102 Special Education	-	-	7,501	809	4,039	5,635	6,283	6,067	6,067	6,067	6,067	6,067	-	54,601	54,600	(1)
5104 Transportation	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	-	6,000	6,000	-
5106 Other Educational Consultants	-	-	-	954	-	-	231	61,675	21,728	21,728	21,728	21,728	-	149,774	149,774	-
5107 Instructional Services	-	-	-	-	-	-	817	817	817	817	817	817	-	4,900	4,900	-
	-	-	7,501	1,763	4,039	5,635	8,330	69,559	29,612	29,612	29,612	29,612	-	215,275	215,274	(1)
Operations and Housekeeping																
5201 Auto and Travel	765	2,155	1,242	8,234	1,887	10	1,667	1,067	1,003	967	967	967	-	20,930	20,000	(930)
5300 Dues & Memberships	4,652	1,270	-	(636)	1,324	-	2,420	1,220	1,220	1,220	1,220	1,220	-	15,130	15,200	70
5400 Insurance	6,480	1,786	1,786	1,786	1,786	1,786	4,017	4,017	4,017	4,017	4,017	4,017	-	39,510	40,400	890
5516 Miscellaneous Expense	-	-	-	-	-	-	533	533	533	533	533	533	-	3,200	3,200	-

FY25-26 Motivated Youth Academy

Monthly Cash Flow/Forecast FY25-26

Revised 1/27/2026

Actuals Through: L

ADA = 296.67



	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5900 Communications	5,266	6,455	8,017	8,576	5,412	8,918	8,267	8,467	8,467	8,467	8,467	8,467	-	93,244	76,400	(16,844)
5901 Postage and Shipping	532	152	1,000	571	571	571	571	571	571	571	571	571	-	6,823	6,300	(523)
Facilities, Repairs and Other Leases	17,694	11,818	12,045	18,531	10,981	11,285	17,474	15,874	15,810	15,774	15,774	15,774	-	178,837	161,500	(17,337)
5601 Rent	3,170	2,662	3,251	2,435	2,683	2,441	3,083	3,083	3,083	3,083	3,083	3,083	-	35,142	37,000	1,858
5602 Additional Rent	-	-	-	-	-	-	350	350	350	350	350	350	-	2,100	2,100	-
5604 Other Leases	320	320	320	320	320	320	320	320	320	320	320	320	-	3,838	4,700	862
	3,490	2,982	3,571	2,755	3,003	2,761	3,753	3,753	3,753	3,753	3,753	3,753	-	41,080	43,800	2,720
Professional/Consulting Services																
5801 IT	6,448	6,590	408	16,646	8,187	7,170	9,475	9,475	9,475	9,475	9,475	9,475	-	102,299	103,200	902
5802 Audit & Taxes	-	-	2,066	3,255	11,357	-	6,083	6,883	6,083	-	-	-	-	35,727	36,500	773
5803 Legal	-	828	120	-	-	40	5,438	4,438	4,438	4,438	4,438	4,438	-	28,612	28,700	88
5804 Professional Development	1,650	375	1,399	1,911	7,925	315	700	700	700	700	700	700	-	17,775	17,700	(75)
5805 General Consulting	14,450	17,648	17,873	16,342	16,126	11,525	23,004	16,704	16,704	16,704	16,704	16,704	-	200,488	200,450	(38)
5806 Special Activities/Field Trips	-	-	-	-	-	-	38	10,260	3,615	3,615	3,615	3,615	-	24,756	24,756	-
5807 Bank Charges	26	25	221	26	26	27	75	75	75	75	75	75	-	800	900	100
5808 Printing	-	603	512	-	-	-	622	622	622	622	622	622	-	4,848	5,600	752
5809 Other taxes and fees	-	85	149	1,161	-	-	242	242	242	242	242	242	-	2,845	2,900	55
5810 Payroll Service Fee	(1)	-	-	-	-	-	567	567	567	567	567	567	-	3,399	25,500	22,101
5811 Management Fee	11,762	11,837	11,837	11,762	11,762	11,762	12,548	12,548	12,548	12,548	12,548	12,548	-	146,012	108,185	(37,827)
5812 District Oversight Fee	-	-	-	-	13,083	-	2,912	2,912	4,240	3,524	3,524	3,524	7,720	41,438	39,400	(2,038)
5813 County Fees	-	2,288	-	-	-	-	2,350	-	-	2,350	-	-	2,412	9,400	9,400	-
5814 SPED Encroachment	-	-	-	-	-	-	666	666	1,131	1,131	1,131	1,131	4,616	10,471	10,471	-
5815 Public Relations/Recruitment	-	57	250	(150)	100	-	1,463	1,463	1,463	1,463	1,463	1,463	-	9,032	11,700	2,668
	34,334	40,336	34,834	50,953	68,565	30,838	66,182	67,553	61,902	57,453	55,103	55,103	14,747	637,903	625,363	(12,540)
Depreciation																
Interest																
Total Expenses	407,697	377,570	402,405	474,532	405,094	406,521	495,470	569,904	511,157	505,302	502,952	516,223	14,747	5,589,575	5,536,021	(53,553)
Monthly Surplus (Deficit)	(223,492)	(193,468)	(40,519)	(125,664)	165,413	(45,757)	59,399	(223,128)	(3,499)	130,960	(74,784)	(88,545)	961,387	298,303	109,775	188,529
Cash Flow Adjustments														5.1%		
Monthly Surplus (Deficit)	(223,492)	(193,468)	(40,519)	(125,664)	165,413	(45,757)	59,399	(223,128)	(3,499)	130,960	(74,784)	(88,545)	961,387	298,303		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	812,771	49,208	5,809	58,541	76,039	-	(436,372)	-	-	-	-	-	(976,134)	(410,138)		
Grants and Contributions Rec.	-	-	-	-	1,345	-	-	-	-	-	-	-	-	1,345		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	87,018	28,504	-	(1,111)	(38,058)	38,423	-	-	-	-	-	-	-	114,776		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(62,486)	-	-	-	-	115	-	-	-	-	-	-	14,747	(47,624)		
Accrued Expenses	(28,745)	(35,901)	7,755	21,240	(47,086)	(9,210)	-	-	-	-	-	-	-	(91,947)		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	6,576	3,509	94,492	113,914	20,490	6,316	-	-	-	-	-	(252,536)	-	(7,239)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	591,642	(148,148)	67,537	66,920	178,143	(10,113)	(376,973)	(223,128)	(3,499)	130,960	(74,784)	(341,081)				
Cash, Beginning of Month	1,186,219	1,777,861	1,629,713	1,697,250	1,764,170	1,942,313	1,932,200	1,555,227	1,332,099	1,328,600	1,459,560	1,384,776				
Cash, End of Month	1,777,861	1,629,713	1,697,250	1,764,170	1,942,313	1,932,200	1,555,227	1,332,099	1,328,600	1,459,560	1,384,776	1,043,695				
														# Days Cash		
														68		

Cert.	Instr.
52.5%	76.9%
735,561	(182,928)

Pupil:Teacher Ratio
14.47 : 1

Motivated Youth Academy

Budget vs Actual

For the period ended December 31, 2025



	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
8011 - LCFF Revenue	\$325,929	\$263,831	\$325,929	\$1,665,860	\$1,084,638	\$581,222	\$3,644,449
8012 - Economic Protection Account Funding	13,326	14,834	13,326	26,653	29,667	(3,014)	59,334
8096 - In Lieu of Property Taxes	0	43,374	0	209,420	227,711	(18,292)	674,038
Total State Aid - Revenue Limit	339,255	322,038	339,255	1,901,933	1,342,017	559,916	4,377,821
Federal Revenue							
8181 - Federal Special Education - IDEA	0	0	0	0	0	0	36,510
8290 - Title I, Part A - Basic Low Income	365	43,801	365	15,488	58,401	(42,913)	58,401
8291 - Title II, Part A - Teacher Quality	0	5,663	0	1,947	7,551	(5,604)	7,551
8296 - Other Federal Revenue	0	0	0	0	120,530	(120,530)	482,119
Total Federal Revenue	365	49,464	365	17,435	186,482	(169,047)	584,581
Other State Revenue							
8311 - State Special Education - AB602	20,264	19,016	20,264	63,044	78,176	(15,132)	262,675
8520 - State - Child Nutrition	0	1,567	0	0	3,959	(3,959)	16,497
8550 - State - Mandated Cost Reimbursement	0	12,388	0	14,125	12,388	1,737	12,388
8560 - State - State Lottery	0	0	0	0	0	0	80,991
8598 - Prior Year Revenues	0	0	0	5,348	0	5,348	0
8599 - State - Other State Revenue	0	1,736	0	0	78,412	(78,412)	304,393
Total Other State Revenue	20,264	34,706	20,264	82,517	172,935	(90,418)	676,944
Other Local Revenue							
8660 - Interest Revenue	880	167	880	7,860	1,000	6,860	2,000
8699 - School Fundraising	0	490	0	588	2,003	(1,415)	4,450
Total Other Local Revenue	880	656	880	8,448	3,003	5,445	6,450
Total Revenue	360,764	406,865	360,764	2,010,332	1,704,436	305,896	5,645,795
Expenses							
Certificated Salaries							
1100 - Certificated Teachers' Salaries	120,082	152,775	120,082	714,571	811,815	(97,244)	1,728,464
1175 - Certificated Teachers' Extra Duties/Stipends	1,882	1,394	1,882	10,896	7,136	3,759	15,500
1200 - Certificated Pupil Support Salaries	28,491	26,426	28,491	159,161	158,555	606	317,109
1300 - Certificated Supervisors' and Administrators' Salaries	25,190	22,811	25,190	147,556	136,866	10,690	273,732
Total Certificated Salaries	175,645	203,405	175,645	1,032,183	1,114,372	(82,189)	2,334,805
Classified Salaries							
2100 - Classified Instructional Salaries	36,504	17,700	36,504	188,963	95,948	93,014	202,147
2200 - Classified Support Salaries	31,537	48,588	31,537	186,637	289,274	(102,637)	580,804
2400 - Clerical, Technical, and Office Staff Salaries	3,490	0	3,490	25,038	0	25,038	0
Total Classified Salaries	71,532	66,288	71,532	400,638	385,222	15,416	782,950
Benefits							
3101 - State Teachers' Retirement System, certificated positions	32,302	38,850	32,302	190,255	212,845	(22,590)	445,948
3301 - OASDI/Medicare/Alternative, certificated positions	4,928	4,110	4,928	28,032	23,884	4,149	48,543
3311 - Medicare certificated positions	3,558	3,911	3,558	20,676	21,744	(1,069)	45,207
3401 - Health and Welfare Benefits, certificated positions	50,530	32,813	50,530	212,089	196,875	15,214	393,750
3501 - State Unemployment Insurance, certificated positions	499	1,266	499	1,315	7,594	(6,278)	25,312
3601 - Workers' Compensation Insurance, certificated positions	0	3,776	0	19,966	20,994	(1,029)	43,649
3901 - Other Benefits, certificated positions	2,637	8,091	2,637	10,406	44,988	(34,582)	93,533
Total Benefits	94,454	92,816	94,454	482,739	528,924	(46,185)	1,095,942
Books & Supplies							
4100 - Textbooks and Core Curricula Materials	0	533	0	0	3,200	(3,200)	6,400
4302 - School Supplies	15	261	15	15	1,357	(1,342)	22,429
4305 - Software	12,505	12,180	12,505	152,663	73,080	79,583	146,160
4310 - Office Expense	596	4,742	596	12,710	28,450	(15,740)	56,900
4311 - Business Meals	95	667	95	4,385	4,000	385	8,000
4400 - Noncapitalized Equipment	0	233	0	4,066	1,210	2,856	20,000
4700 - Food Services	1,158	1,375	1,158	4,705	8,248	(3,543)	16,497
Total Books & Supplies	14,370	19,990	14,370	178,544	119,545	58,999	276,386
Subagreement Services							
5102 - Special Education	5,635	4,550	5,635	17,985	27,300	(9,315)	54,600
5104 - Transportation	0	500	0	0	3,000	(3,000)	6,000
5106 - Other Educational Consultants	0	1,742	0	954	9,062	(8,108)	149,774
5107 - Instructional Services	0	408	0	0	2,450	(2,450)	4,900
Total Subagreement Services	5,635	7,201	5,635	18,939	41,812	(22,873)	215,274
Professional/Consulting Services							
5801 - IT	7,170	8,600	7,170	45,449	51,600	(6,152)	103,200
5802 - Audit and Tax	0	12,167	0	16,677	36,500	(19,823)	36,500
5803 - Legal	40	2,392	40	987	14,350	(13,363)	28,700
5804 - Professional Development	315	1,475	315	13,575	8,850	4,725	17,700
5805 - General Consulting	11,525	16,704	11,525	93,963	100,225	(6,262)	200,450
5806 - Special Activities	0	288	0	0	1,498	(1,498)	24,756
5807 - Bank Charges	27	75	27	350	450	(100)	900
5808 - Printing	0	467	0	1,114	2,800	(1,686)	5,600
5809 - Other Taxes and Fees	0	242	0	1,395	1,450	(55)	2,900
5810 - Payroll Service Fee	0	2,125	0	(1)	12,750	(12,751)	25,500
5811 - Management Fee	11,762	9,015	11,762	70,722	54,092	16,630	108,185
5812 - District Oversight Fee	0	2,898	0	13,083	12,078	1,004	39,400
5813 - LACOE Fees	0	0	0	2,288	2,350	(62)	9,400
5814 - SELPA Fees	0	666	0	0	2,736	(2,736)	10,471
5815 - Public Relations	0	975	0	257	5,850	(5,593)	11,700
Total Professional/Consulting Services	30,838	58,088	30,838	259,859	307,579	(47,720)	625,362
Facilities, Repairs & Other Leases							
5601 - Rent	2,441	3,083	2,441	16,642	18,500	(1,858)	37,000
5602 - Additional Rent	0	175	0	0	1,050	(1,050)	2,100
5604 - Other Leases	320	392	320	1,920	2,350	(430)	4,700
Total Facilities, Repairs & Other Leases	2,761	3,650	2,761	18,562	21,900	(3,338)	43,800
Operations & Housekeeping							
5201 - Auto and Travel Expense	10	1,667	10	14,294	10,000	4,294	20,000
5300 - Dues & Memberships	0	1,267	0	6,610	7,600	(990)	15,200
5400 - Insurance	1,786	3,367	1,786	15,410	20,200	(4,790)	40,400
5516 - Miscellaneous Expense	0	267	0	0	1,600	(1,600)	3,200
5900 - Communications	8,918	6,367	8,918	42,644	38,200	4,444	76,400
5901 - Postage and Shipping	571	525	571	3,397	3,150	247	6,300
Total Operations & Housekeeping	11,285	13,458	11,285	82,355	80,750	1,605	161,500
Total Expenses	406,521	464,896	406,521	2,473,820	2,600,104	(126,285)	5,536,019
Change in Net Assets	(45,757)			(463,487)			
Net Assets, Beginning of Period	1,004,547			1,422,277			
Net Assets, End of Period	\$ 958,790			\$ 958,790			

Motivated Youth Academy
Statement of Financial Position
For the period ended December 31, 2025



	Current Balance	Beginning Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Cash & Cash Equivalents	1,932,199	1,186,219	745,980	63 %
Accounts Receivable	39,191	40,536	(1,345)	(3) %
Public Funding Receivables	52,566	1,054,933	(1,002,367)	(95) %
Prepaid Expenses	5,755	120,531	(114,776)	(95) %
Total Current Assets	\$ 2,029,711	\$ 2,402,219	\$ (372,508)	(16) %
Total Assets				
Liabilities				
Current Liabilities				
Accounts Payable	(175)	62,196	(62,370)	(100) %
Accrued Liabilities	223,182	315,129	(97,947)	(29) %
Deferred Revenue	847,914	602,617	245,296	41 %
Total Current Liabilities	1,070,921	979,942	90,979	9 %
Total Liabilities	1,070,921	979,942	90,979	9 %
Net Asset	958,790	1,422,277	(463,487)	(33) %
Liabilities & Net Assets	2,029,711	2,402,219	(372,508)	(16) %

MY Academy Charter

Check Register

For the period ended December 31, 2025



Check Number	Vendor	Transaction Description	Check Date	Check Amount
21227	San Diego Using Educators	Professional Development - 09/25/25	12/4/2025	\$ 240.00
21228	Specialized 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 Administration LLC	MYA 403b 11/26/25	12/10/2025	400.00
21234	SchoolsFirst Administration LLC	MYA 457 11/26/25	12/10/2025	3,272.06
21235	SchoolsFirst 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	Lennan 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
21240	SchoolsFirst Administration LLC	MYA 403b 12/26/25	12/23/2025	400.00
21241	SchoolsFirst Administration LLC	MYA 457b 12/26/25	12/23/2025	3,332.77
322271620000340	Alpha 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 Services, LLC	SpEd Svcs - 11/25	12/9/2025	64.97
322271620000347	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	Office Supplies	12/19/2025	7,561.66
ACH	AT&T	Communication Svcs - 11/25	12/1/2025	86.25
ACH	Chase	Service Charges	12/3/2025	26.50
ACH	Inova	Federal & State Tax Payments for Pay Date 121025	12/9/2025	6,917.78
ACH	Inova	Federal & State Tax Payments for Pay Date 121525	12/16/2025	3,772.00
ACH	Bridge FSA	One Bridge Adjustments 12/25	12/16/2025	50.00
ACH	Verizon Wireless	Communication Svcs - 11/02/25 - 12/01/25	12/17/2025	6,287.65
ACH	Chase	Chase Ink CC# 0904 Payment 12/25	12/19/2025	6,017.75
ACH	Inova	Federal & State Tax Payments for Pay Date 122225	12/22/2025	134.59
ACH	Verizon Wireless	Communication Svcs - 11/06/25 - 12/05/25	12/22/2025	230.22
ACH	Philadelphia Insurance Companies	Ins. 12/25 - Specialty & Training Schools	12/23/2025	1,786.16
ACH	Inova	Federal & State Tax Payments for Pay Date 122625	12/24/2025	40,122.96
ACH	Gallagher Healthinvest HRA	Advance required for 2026 FSA Plan Year	12/24/2025	15,100.00
ACH	AT&T	Communication Svcs - 12/25	12/31/2025	86.75
Total Disbursements in December				\$ 139,461.66

Motivated Youth Academy 60-Day Compliance Calendar December 1, 2025						
Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board meeting before Jan 31	Submission of Annual Audit Report - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year. The School's Board must review the report by January 31st .	MYA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/
DATA	Board meeting before Feb 1	School Accountability Report Card - All public schools in California are required to prepare an annual SARC (2024/25). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	MYA	Yes	No	https://www.cde.ca.gov/ta/ac/sa/
FINANCE	Board meeting before Feb 28	2025-26 LCAP Midyear Update - present a report on the annual update to the LCAP and the Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the LEA . The governing board is not required to adopt the mid-year update, however it must be presented to the governing board as part of a non-consent item. The report must include both of the following: All available mid-year outcome data related to metrics identified in the current year's LCAP. All available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. There is no required template for the mid-year update	MYA with Charter Impact support	No	No	https://www.cde.ca.gov/re/lc/
DATA TEAM	Set by Authorizer (by Jan 15)	Principal Apportionment P1 - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with MYA support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
FINANCE	Jan-15	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/co/cars.asp
DATA	Jan-23	CALPADS - Fall 1 Amendment deadline - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Set by Authorizer (by Mar 15)	2nd Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp
FINANCE	Feb-20	Certification of the First Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	https://www.cde.ca.gov/fg/aa/pa/
DATA	Feb-27	CALPADS - Fall 2 deadline - Please be mindful that certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 2 data within CALPADS, which can impact a number of things, including LCFF funding, student course enrollments, staff assignments and English learner education services. Students' course enrollments, teacher course assignments, staff job assignments, FTE count and English Learner education services are reported datasets.	Charter Impact submits with data provided by MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Feb-28	Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2024 Report 3 - Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrnrtrpt.asp
FINANCE	Apr-01 or sooner based on Authorizer	Audit Firm Selection - In accordance with Education Code (EC) Section 41020 (b) (3), if the governing board of a Local Educational Agency (LEA) does not have an audit contract in place by April 1, the County Superintendent of Schools, having jurisdiction over the LEA, shall provide for the audit and charge the LEA's fund for the cost incurred.	MYA with Charter Impact support	Yes	No	https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=41020.&lawCode=EDC
FINANCE	Mar-15	Every Student Succeeds Act Per-Pupil Expenditure Application -The Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires state educational agencies (SEAs) and their local educational agencies (LEAs) to prepare and publish annual report cards that contain specified data elements, including LEA and school-level per-pupil expenditures (PPE).	Charter Impact	No	No	https://www3.cde.ca.gov/essars
FINANCE	Apr-01	File a Form 700 - Statement of Economic Interests (SEI) : The requirement is part of the Political Reform Act enacted in 1974, which was passed by California voters to promote integrity in state and local government by helping agency decision makers avoid conflicts between their personal interests and official duties. Depending on your local authorizer's conflict of interest policies, certain charter school officers and employees may be required to file Statements of Economic Interest with a filing officer by the April 1 deadline.	MYA	Yes	Yes	https://www.fppc.ca.gov/Form700.html

Coversheet

2024-2025 Student Achievement Data Presentation, Presented by Melissa Lato, Assistant Director

Section: VII. Correspondence/Proposals/Reports
Item: E. 2024-2025 Student Achievement Data Presentation, Presented by
Melissa Lato, Assistant Director
Purpose: FYI
Submitted by: Melissa Lato
Related Material: 2024-25 Student Achievement Data Presentation.pdf

BACKGROUND:

The Student Achievement Presentation reviews MY Academy's performance on the California School Dashboard and other student achievement metrics, including data reported through the Dashboard Alternative School Status (DASS) MOU with Mountain Empire. This information provides a mid-year snapshot of student outcomes and supports ongoing monitoring of academic progress.



2024-2025

Student Achievement

February 2026





California State Dashboard

- Performance Color is based on two factors:
 - Current data on measure
 - Improvement or lack of improvement from the prior school year

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow



RED



ORANGE



YELLOW



GREEN



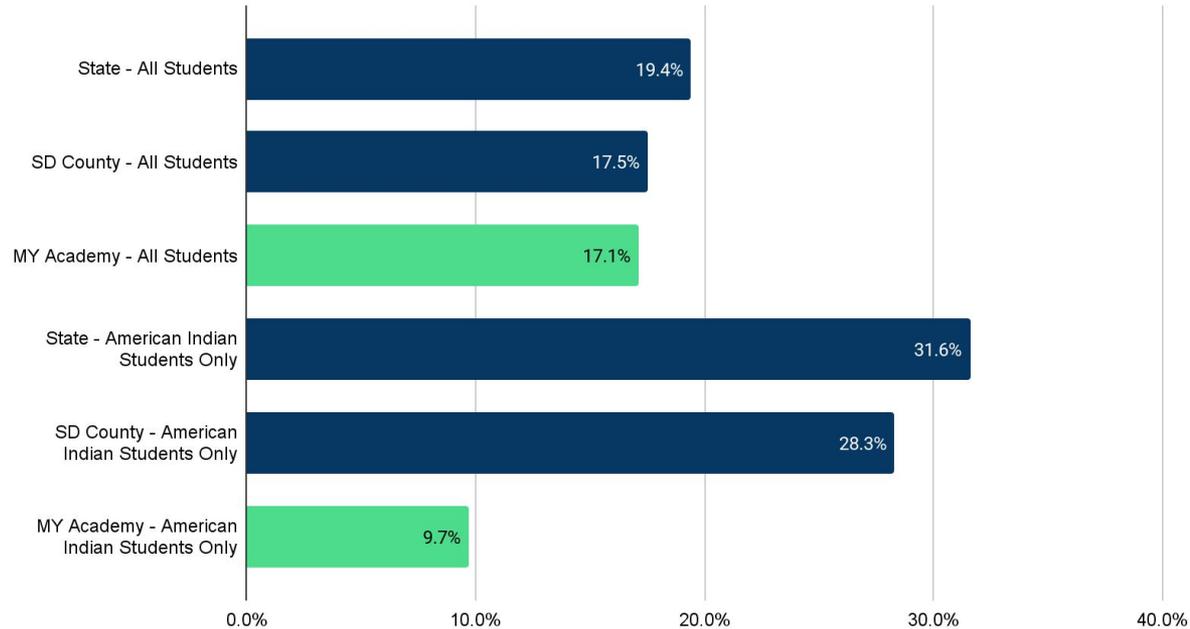
BLUE





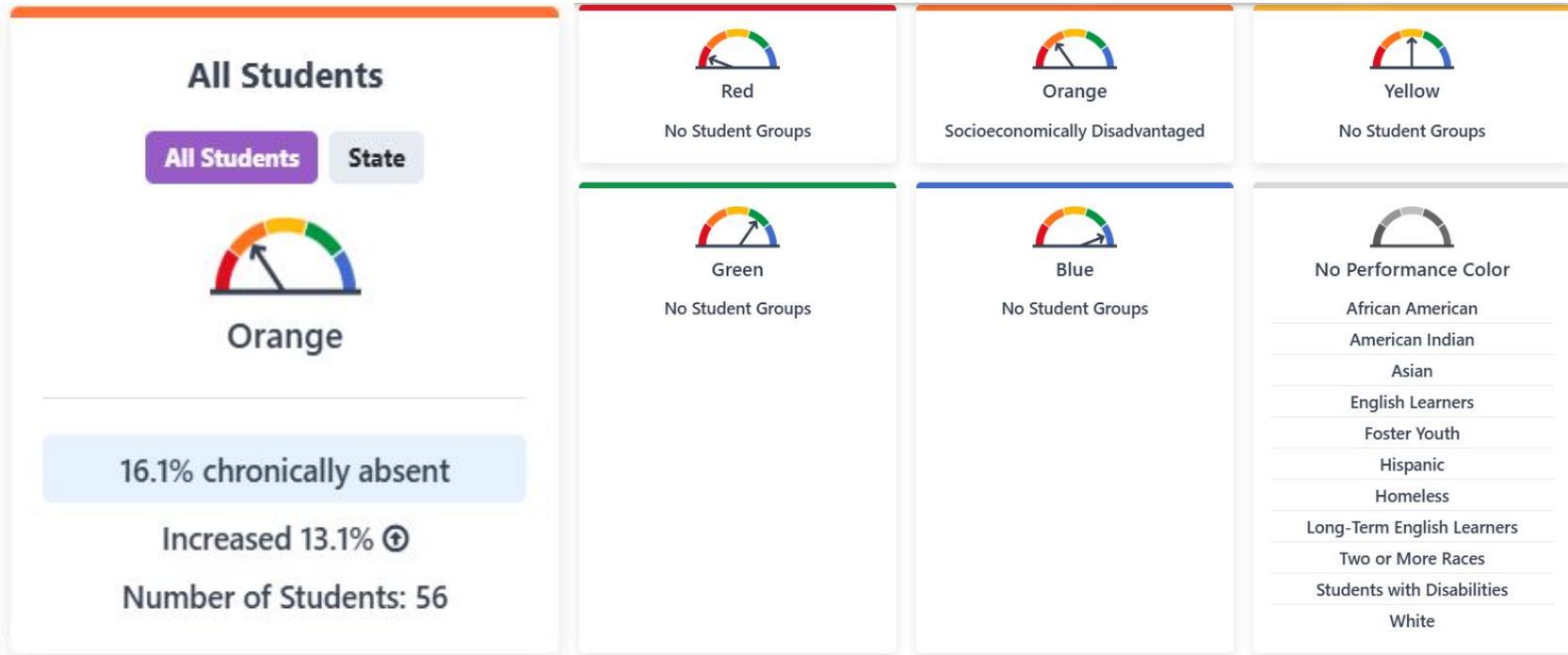
Attendance - Chronic Absenteeism Rates

MYA Chronic Absenteeism vs. State and SD County





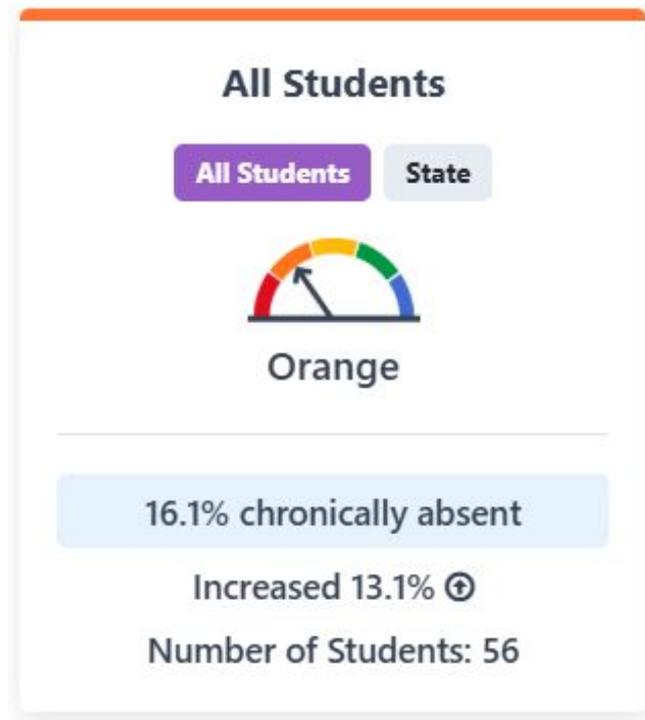
Attendance and Chronic Absenteeism





Attendance and Chronic Absenteeism Conclusions

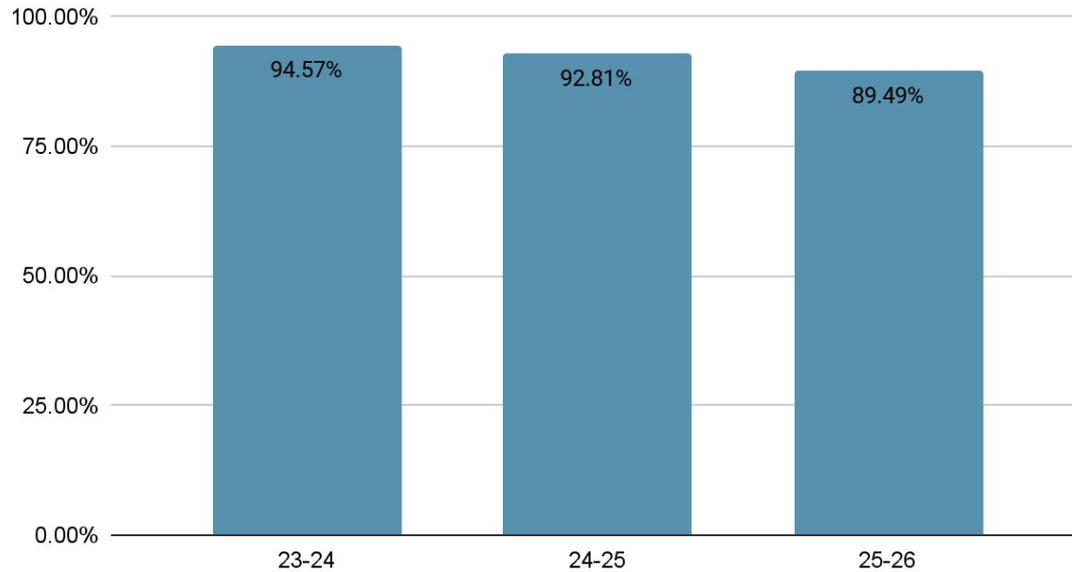
- Increased 13.1%
- Number of students decreased by 12 from 24-25 school year





Alternative Metric - Attendance Rate

Attendance Rate





English Language Arts (ELA)

All Students

All Students

State



Red

138.7 points below standard

Declined 39.8 Points ↘

Number of Students: 91



Red

Hispanic

Socioeconomically Disadvantaged



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

White





ELA Performance for Low Socioeconomic Status (SES) Students

School Year	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students
2022-23	5	8.47%	11.11%	11	18.64%	23.33%	13	22.03%	20.00%	30	50.85%	45.56%
2023-24	4	9.22%	6.6%	8	10.93%	16.04%	17	22.01%	24.53%	45	60.9%	52.83%
2024-25	7	8.64%	9.00%	17	20.99%	21.00%	17	20.99%	20.00%	40	49.38%	50.00%





ELA Performance For Hispanic Students

	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
School Year	Hispanic/Latino #	Hispanic/Latino %	MYA % All Students	Hispanic/Latino #	Hispanic/Latino %	MYA % All Students	Hispanic/Latino #	Hispanic/Latino %	MYA % All Students	Hispanic/Latino #	Hispanic/Latino %	MYA % All Students
2022-23	2	4.17%	11.11%	11	22.92%	23.33%	8	16.67%	20.00%	27	56.25%	45.56%
2023-24	0	0%	6.6%	5	11.82%	16.04%	10	24.32%	24.53%	27	63.86%	52.83%
2024-25	1	2.38%	9.00%	10	23.81%	21.00%	7	16.67%	20.00%	24	57.14%	50.00%





ELA Performance - Not Enough Data

- Data for the following student groups is suppressed to protect student data
 - English Learners
 - Asian
 - African American
 - Filipino
 - Students with Disabilities
 - Two or More Races





English Language Arts Conclusions

- Decreased 39.8 points

All Students

All Students

State



Red

138.7 points below standard

Declined 39.8 Points ⬇️

Number of Students: 91





Mathematics

All Students

All Students

State



Red

202.3 points below standard

Declined 46.2 Points ⬇️

Number of Students: 91



Red

Hispanic

Socioeconomically Disadvantaged



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

White





Math Performance for Low Socioeconomic Status (SES) Students

	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
School Year	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students
2022-23	2	3.39%	3.33%	3	5.08%	7.78%	9	15.25%	22.22%	45	76.27%	66.67%
2023-24	1	4.17%	1.98%	3	7.4%	5.94%	7	10.65%	17.82%	58	83.02%	74.26%
2024-25	2	2.60%	4.17%	8	10.39%	9.38%	15	19.48%	18.75%	52	67.53%	67.71%





Math Performance for Hispanic Students

School Year	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
	Hispanic/Latino #	Hispanic/Latino %	MYA % All Students	Hispanic/Latino #	Hispanic/Latino %	MYA % All Students	Hispanic/Latino #	Hispanic/Latino %	MYA % All Students	Hispanic/Latino #	Hispanic/Latino %	MYA % All Students
2022-23	1	2.08%	3.33%	2	4.17%	7.78%	7	14.58%	22.22%	38	79.17%	66.67%
2023-24	1	4.55%	1.98%	1	5.26%	5.94%	3	7.17%	17.82%	36	87.91%	74.26%
2024-25	1	2.44%	4.17%	2	4.88%	9.38%	8	19.51%	18.75%	30	73.17%	67.71%





Math Performance - Not Enough Data

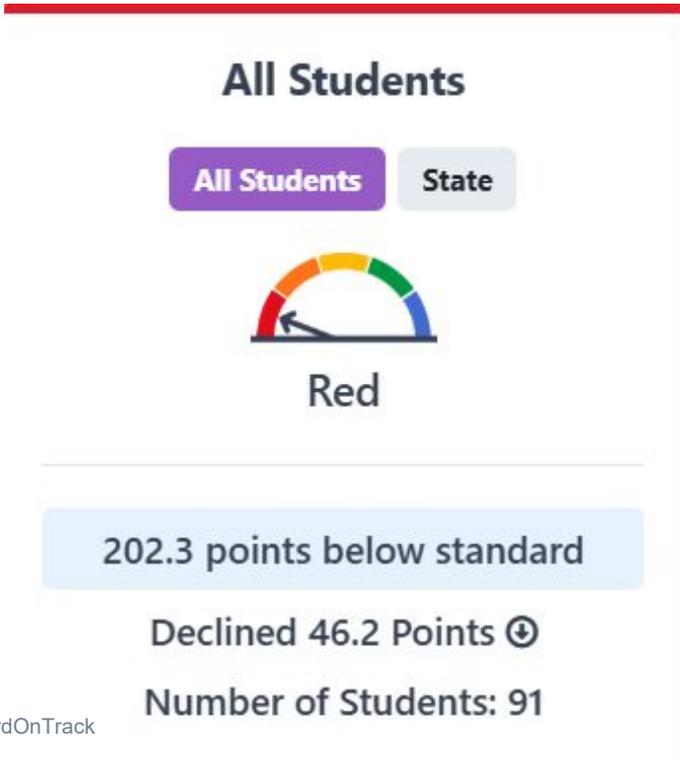
- Data for the following student groups is suppressed to protect student data
 - Students with Disabilities
 - Asian
 - African American
 - Filipino
 - Two or More Races
 - English Learners





Mathematics Conclusions

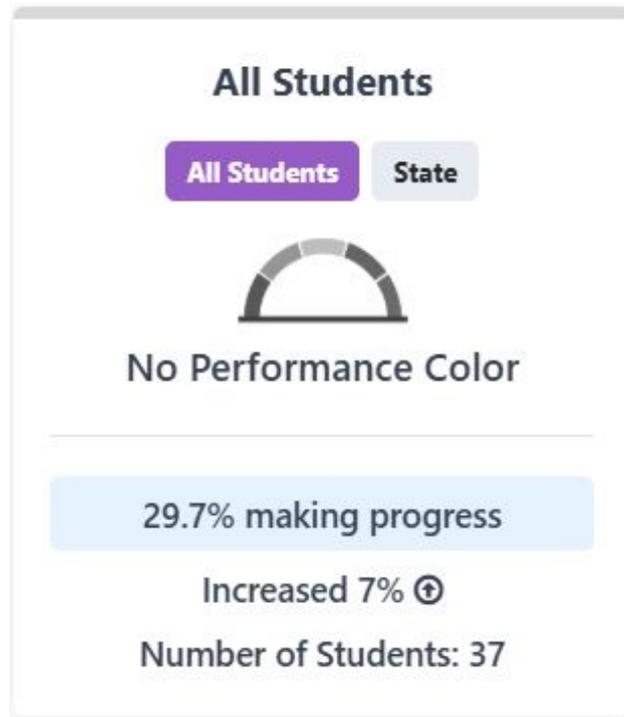
- Declined 46.2 points





English Learner Progress Conclusions

- Increased 7%
- 29.7% making progress
- Increase of 15 EL students from 23-24 school year





College and Career Indicator

All Students

All Students
State

Orange

Prepared 11%

Maintained 0.2%

Number of Students: 91

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

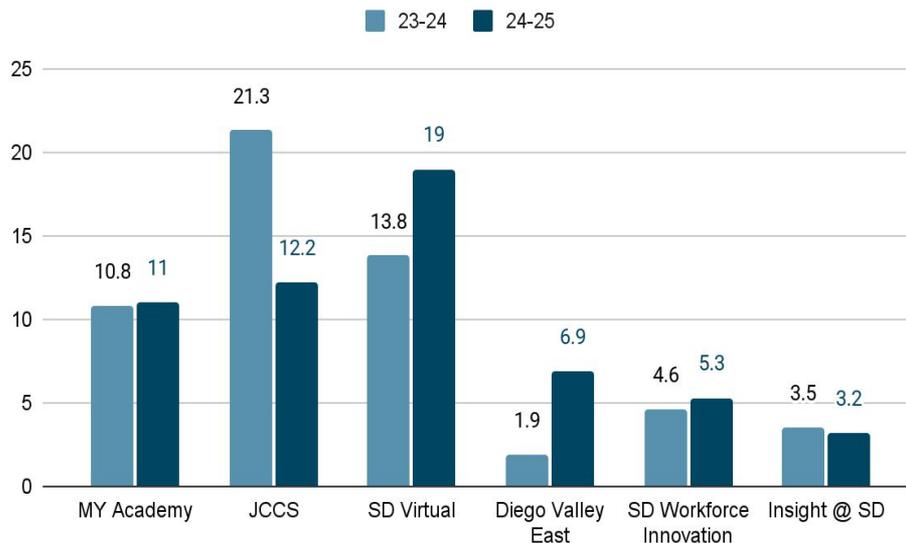




College and Career Indicator Conclusions

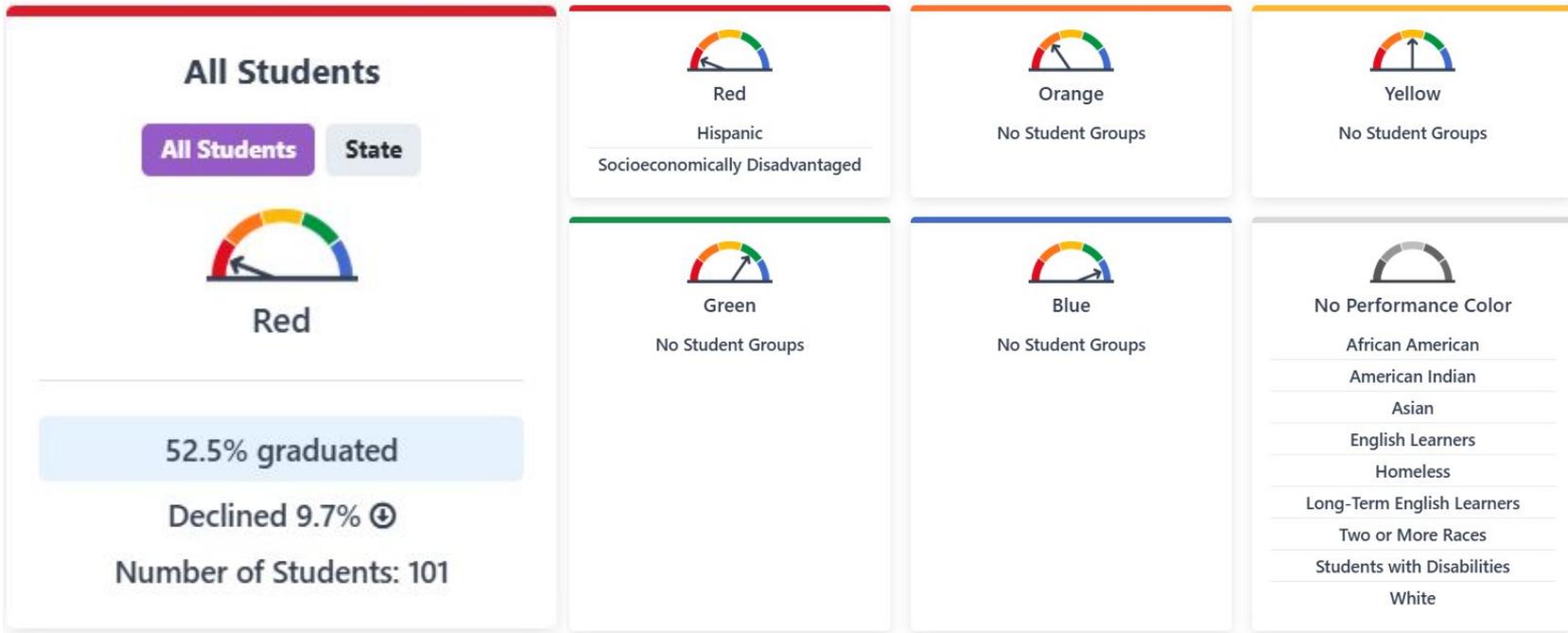
- 11% prepared
- MYA's CCI top performing for DASS schools

% Students Prepared in Local DASS Schools





Graduation Rate - 4 Year Cohort



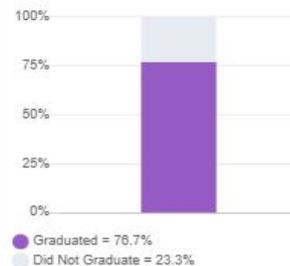


Graduation Rate - 1 Year Cohort

From CDE: The DASS 1-Year graduation rate data are displayed for informational purposes only for schools that support at-promise students in alternative school settings. The bar chart reflects the percentage of grade twelve students who received a high school diploma or an adult education diploma, completed a high school equivalency test, or earned the California High School Proficiency Examination (CHSPE) or Special Education Certificate of Completion during the academic year.

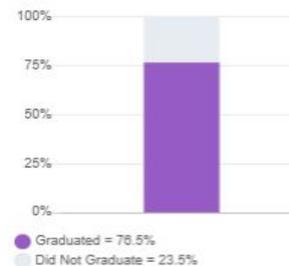
All Students

1-Year Graduation Rate 76.7%



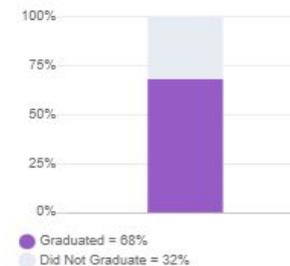
Students with Disabilities

1-Year Graduation Rate 76.5%



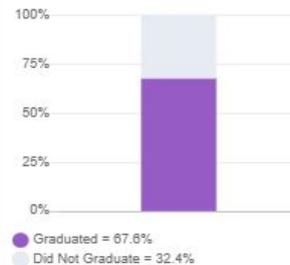
Homeless

1-Year Graduation Rate 68%



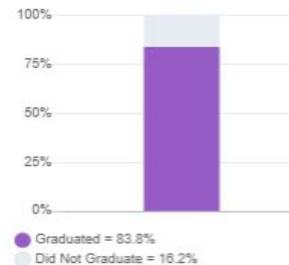
Hispanic

1-Year Graduation Rate 67.6%



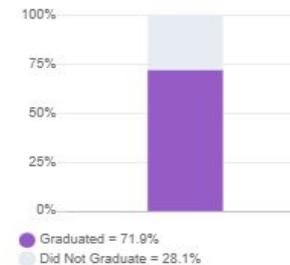
White

1-Year Graduation Rate 83.8%



Socioeconomically Disadvantaged

1-Year Graduation Rate 71.9%

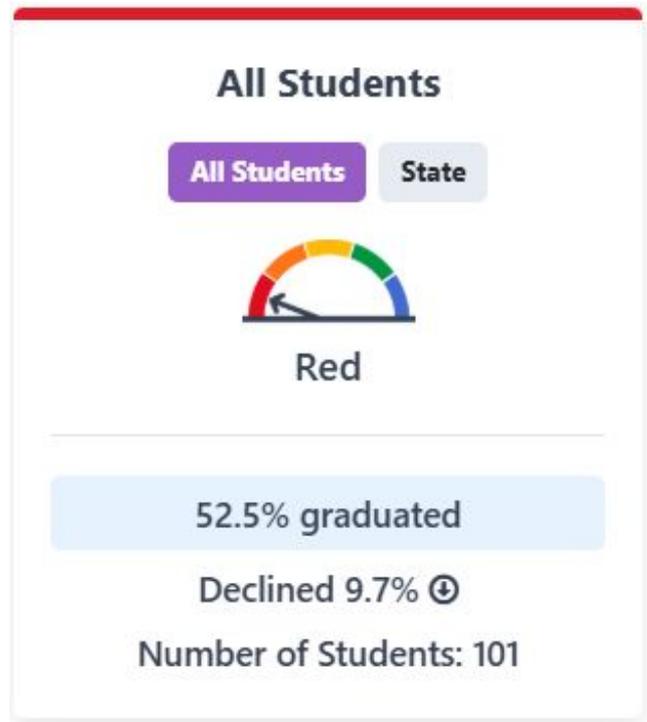




Graduation Rate Conclusions

- 52.5% graduated
- 9.7% decrease
- MYA did not close enrollment during April, May, and June
- 17 12th-graders enrolled during that time and continued progressing toward graduation this year

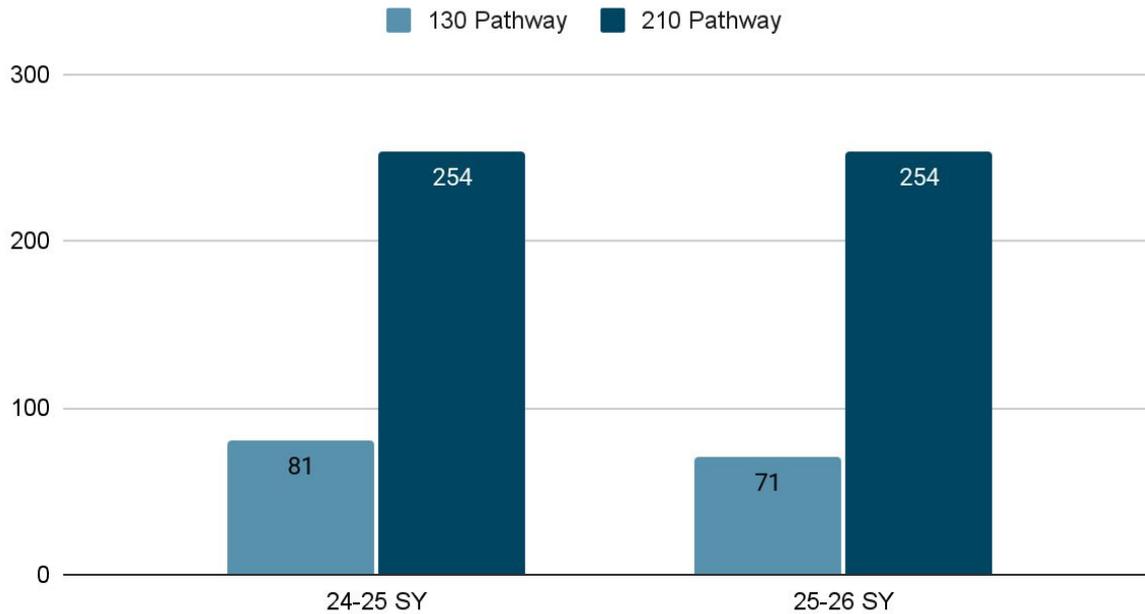
Theory behind creation of Track G





Graduation Rate - Pathway Breakdown

students on 130 vs 210 Pathways

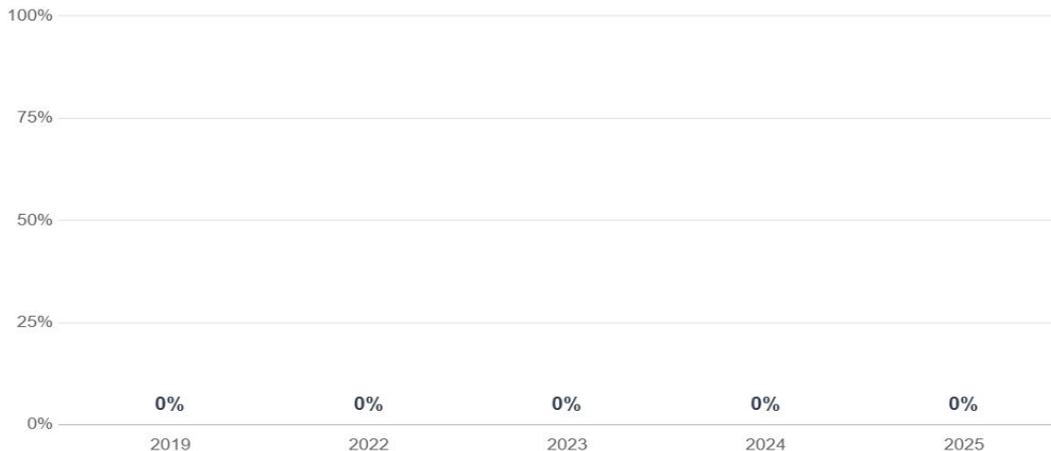




Alternative Metric - Suspension/ Expulsion Rate

Suspension Rate By Year

Percentage of students who were suspended.





Questions?

*MY Academy- Where we
celebrate the small things.*



Coversheet

Consent - Business/Financial Services

Section: VIII. Consent
Item: A. Consent - Business/Financial Services
Purpose: Vote
Submitted by: Gigi Lenz
Related Material: Check Register January 2026.pdf
PandaDoc subscription (Renewal Mar 2026-Mar 2027).pdf

BACKGROUND:

PandaDoc is used to manage electronic document creation, distribution, and execution for school operations, including staff acknowledgments, policy certifications, agreements, and other compliance-related documents requiring secure electronic signatures. Approval is requested to renew the school's PandaDoc subscription for the upcoming term, March 2026 through March 2027. The renewal maintains the current Starter Annual plan with six (6) user seats, which meets operational needs and supports efficient, auditable record keeping. Continued use of this platform ensures timely document execution, centralized storage, and compliance with internal controls and record retention requirements.

RECOMMENDATION:

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

Fiscal Impact: \$1,368.00

MY Academy Charter

Check Register

For the period January 31,2026



Check Number	Vendor	Transaction Description	Check Date	Check Amount
21242	California Schools VEBA	Insurance Svcs - Employee Benefits - 01/26	1/7/2026	\$ 36,924.24
21243	Sage Oak Charter School	Board meeting lodging - 12/11/25	1/8/2026	272.38
21244	Commission on Teacher Credentialing	Application - Shuster, L	1/9/2026	100.00
21245	SchoolsFirst Plan Administration LLC	MYA 457b 01/09/26	1/13/2026	882.25
21246	Commission on Teacher Credentialing	Application - Shuster, L	1/13/2026	100.00
21247	Acacia HR Solutions	Consulting Svcs - 01/26	1/16/2026	5,100.00
21248	Campo Cafe	Meals - 12/25	1/16/2026	1,094.74
21249	Law Office of Young, Minney & Corr. LLP	Legal Svcs - 12/25	1/16/2026	477.50
21250	MarshMcLennan Agency	Workers Comp. - 07/01/25 - 07/01/26 - Installment 8 of 10 - 02/	1/16/2026	746.00
21251	San Diego County Office of Education	Fingerprint Svcs - 11/25	1/16/2026	60.00
21252	School Pathways LLC	SIS, SP & PLS Annual Subscriptions - 10/01/25 - 12/31/25	1/16/2026	8,184.19
21253	TSW Therapy, Inc.	SpEd Svcs - 11/25	1/16/2026	835.00
21254	Acacia HR Solutions	Consulting Svcs - 12/25	1/22/2026	5,925.00
21255	Everway LLC	License (1) - 01/08/26 - 01/07/27	1/22/2026	280.99
21256	KRA Corporation	Consulting Svcs - 12/25	1/22/2026	8,718.06
21257	Land's End Business Outfitters	Office Supplies	1/22/2026	106.36
21258	State of California Department of Justice	Fingerprint Svcs - 12/25	1/22/2026	32.00
21259	TSW Therapy, Inc.	SpEd Svcs - 12/25	1/22/2026	1,200.00
21260	MarshMcLennan Agency	Workers Comp. - 07/01/25 - 07/01/26 - Installment 9 of 10 - 03/	1/29/2026	746.00
21261	Securian Life Insurance Company	Life Ins - 02/26	1/29/2026	2,033.74
322271620000351	Amazon Capital Services	Office Supplies	1/7/2026	115.47
322271620000352	Larry Albert Alvarado	Stipend - 01/26	1/7/2026	650.00
322271620000353	William W. Hall	Stipend - 01/26 - Additional	1/7/2026	1,100.00
322271620000354	Michael P. Humphrey	Stipend - 01/26 - Additional	1/7/2026	1,100.00
322271620000355	Peter Matz	Stipend - 01/26	1/7/2026	650.00
322271620000356	Steve Fraire	Stipend - 01/26	1/7/2026	650.00
322271620000357	Charter Impact LLC	Business Mgmt Svcs - 01/26	1/7/2026	11,762.00
322271620000358	Alpha Vision Computers, Inc.	Backupify G-Suite - 01/26	1/16/2026	70.00
322271620000359	Amazon Capital Services	Office Supplies	1/16/2026	34.57
322271620000360	Forth and Sons	Web Svcs - QR Codes - 12/25	1/16/2026	50.00
322271620000361	Keyn Group, LLC	Anti-ware Software (50)	1/16/2026	200.00
322271620000362	R&B Communications	Communications Svcs - 12/25	1/16/2026	1,102.00
322271620000363	Specialized Therapy Services, Inc.	SpEd Svcs - 11/25	1/16/2026	4,585.87
322271620000364	Keyn Group, LLC	Anti-ware Software (50)	1/22/2026	7,786.91
322271620000365	Amazon Capital Services	Office Supplies	1/22/2026	24.82
322271620000366	Amazon Capital Services	Office Supplies	1/29/2026	28.49
ACH	Chase	Service Charges	1/6/2026	25.90
ACH	Inova	Federal & State Tax Payments for Pay Date 010926	1/8/2026	6,922.50
Voided - 21244	Commission on Teacher Credentialing	Application - Shuster, L	1/13/2026	Void

Total Disbursements in January \$ 110,676.98

Billing

i Your subscription will update to Starter Annual x 6 seats at the end of your current billing cycle on Mar 14, 2026.

[Cancel changes](#)

YOUR PLAN

\$1,368 per year

Essentials Annual • Updates on Mar 14, 2026

[Manage plan](#)

NEXT PAYMENT

\$1,368

on Mar 14, 2026

[Manage payment details](#)

The displayed prices exclude any coupons or discounts.

* Plus any applicable taxes

[Cancel subscription](#)

User seats

\$1,368 per year

Standard

6 of 6 seats activated

All PandaDoc features available within your current plan.

[Manage seats](#)

\$1,368
\$228 x 6 seats



Guest

13 of 20 seats activated

Access and download only shared documents in read-only mode.

\$0
\$0 x 20 seats



Coversheet

Consent - Education/Student Services

Section: VIII. Consent
Item: B. Consent - Education/Student Services
Purpose: Vote
Submitted by: Gigi Lenz and Melissa Lato
Related Material:
Bring Change 2 Mind (BC2M) Terms of Agreement (Renewal) 2025-2026.pdf
Written Agreement for 2026-2027.pdf

BACKGROUND:

1. Approval of Bring Change 2 Mind (BC2M) Terms of Agreement (Renewal)

Bring Change 2 Mind (BC2M) is a national nonprofit focused on reducing mental health stigma and promoting positive school climate through student-led clubs and evidence-informed resources. Under this agreement, MY Academy receives access to curriculum materials, training, staff support, and grant-funded resources to support mental health awareness activities aligned with school protocols.

The program requires designated faculty advisors and adherence to established mental health procedures and grant requirements. Renewal of this agreement supports MY Academy's commitment to student well-being, social-emotional learning, and an inclusive school culture, consistent with best practices and nondiscrimination requirements.

2. Approval of the 2026-2027 Written Agreement

Approval is requested for the Written Agreement for the 2026–27 school year, which is required by Ed Code for students participating in independent study. The agreement defines instructional expectations, methods of study, evaluation, reporting, and re-engagement requirements. There are no significant changes from the prior year's agreement, however, the document is presented for approval annually to ensure continued compliance and to authorize its use for the upcoming school year.

RECOMMENDATION:

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

Fiscal Impact: None.

It is recommended the Board approve the 2026-2027 Written Agreement for Motivated Youth Academy (#1628).

Fiscal Impact: None.



BC2M Middle School Program Terms of Agreement 2025-26

Uphold the Mission and Name of BC2M

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

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

Appropriate Use of Your Club & Resources

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

Club Name and Logo Use

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

Organizational Structure

- All clubs are encouraged to have multiple student leaders who should assist the club advisor in organizing and preparing for club meetings, getting other students involved, and preparing activities.
- All BC2M Clubs are required to have at least one campus advisor who is a member of the faculty or staff. This should be someone who cares about BC2M's mission and has the time to dedicate to the club's success. Wherever possible, student voice and agency should be encouraged through student leadership.

Mandatory Club Items

Each school year, clubs are expected to:

- Collaborate with their designated BC2M staff member to schedule at least two in-person or virtual visits per school year (one each semester). The first visit will take place as soon as possible after clubs have viewed the mandatory welcome video, during which a BC2M staff member will attend and present at the club's kickoff meeting. The timing of the second visit will be in the spring for an evaluation meeting. Clubs can request assistance from the BC2M staff at any other time throughout the year.
- All club members and advisors of official BC2M Clubs are to **register as members** via the Annual Registration form found on the Middle School Club Portal.
- Ensure advisors respond promptly to BC2M staff's email outreaches and check-ins.
- Working with your school's administration or mental health team, the club advisor is expected to understand and follow school protocol regarding mental health crises.



Feedback Participation

- As a newly launched Program, it's essential to collect feedback so that we can learn about what we can improve. BC2M will ask club advisors for feedback in the Spring Semester. A feedback form will be provided to all club members and advisors in the Spring of each school year.

Financial Accountability

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

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

Middle School Clubs are eligible for a stipend in the form of a gift card under the following guidelines:

- \$200 for the primary club advisor who runs an active club starting in fall semester.
- \$100 for the primary club advisor who runs an active club starting in January/February.
- Clubs with a March or later start date are not eligible for a stipend until the following school year.

Nondiscrimination Policy

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



lc_id Written Agreement for Independent Study

Student: student_name
Student Number: st_number
Address: street1
Location: citystatezip
1st Phone Number: homephone
DOB: 02/05/2026
Program Placement: tr_gradtypes_id

Contract Term: contractterm
Beginning Date: start_date
End Date: end_date
Year: schoolyear
2nd Phone Number: cellphone
Grade Level: grade_level
School for Classroom Option: altschool
WIOA Number: wia_number

Objective:

The student shall engage in content provided by the Charter School which is aligned to grade-level standards that is substantially equivalent to in-person instruction. For those students enrolled in grades 9-12, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. The student will complete the courses listed below. All course objectives will be consistent with the established program's governing board and are consistent with program standards as outlined in the program's subject/course descriptions. Assignment and Work Record (AWR) Forms will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated herein. The term "Course Value" (CV) refers to the number of credits (secondary education) or weeks of work (elementary education) the student will attempt.

Schedule	Category	Course Value
Class Title	Category Title	Class Credits Credit Type
	Curriculum Title	Course Value Attributes

Methods of Study:

Specific methods of study will be designated on the Assignment and Work Record (AWR) and are incorporated herein. Examples of methods of study for the student will include: Independent Reading, Independent Collaboration, Textbook Activities, Problem Solving, Study Projects, Drill & Practice, Experiential Learning and Lived Experiences, Computerized Curriculum, Web/Internet Research, Library Research, and Field Trips.

Specific Resources:

The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated on the Assignment and Work Record (AWR) and are incorporated herein. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Methods of Evaluation:

Academic evaluations may be designated on the Assignment and Work Record (AWR) and are incorporated herein. Other acceptable methods of evaluation include, but are not limited to: Evidence of mastering competencies through Teacher-Made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Learning Journals, Presentations, Projects, Quizzes, Labs, and Exams.

Required to report to their teacher as scheduled:

Manner of Reporting: One-on-one. Time: Mutual Arrangement. Day: On a scheduled school day. Frequency: Recommended weekly or at a minimum of every 20 school days. Duration: Full School Year. Location: Recommended in-person weekly by mutual arrangement at a public location.

Parent Guardian Communication:

MYA has adopted tiered re-engagement strategies as outlined in its Attendance Policy for the following pupils: All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar; Pupils found not participatory in

Student: student_name Teacher: teacher_name

synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following: a. Verification of current contact information for each enrolled pupil; b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation; c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary; d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

Voluntary Statement:

It is understood that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided for a student through independent study only if the student is offered the alternative of classroom instruction.

Pupil-Parent-Educator Conference:

Before signing this written agreement, the parent or guardian of a pupil may request that the Charter School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment in the various options for learning.

Board Policies:

According to the Board Policy for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the Board Policy. After 3 missed assignments, as per Board Policy, an evaluation may be made to determine whether independent study is an appropriate strategy for this student.

Additional Board Policies / Academic and Other Supports:

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

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following: a. Verification of current contact information for each enrolled pupil; b. Notification to parents or guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation; c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary; d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

Missed Assignments & Satisfactory Progress:

An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:

When any pupil fails to complete ten (10) graded assignments during any period of twenty (20) school days.

In the event that a student's educational progress falls below satisfactory levels as determined by MYA's Attendance Policy which considers ALL of the following indicators:

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

Student: student_name Teacher: teacher_name

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

Additional Courses:

Additional Courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the teacher and the student.

I have read and I understand the terms of this agreement, and agree to all provisions set forth.*

Student Signature	Date
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Parent/Guardian/Caregiver Signature	Date
-------------------------------------	------

Certificated employee who has been designated as having responsibility for the general supervision of independent study Signature	Date
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Certificated employee who has been designated as having responsibility for special education programming Signature	Date
--------------------------------------------------------------------------------------------------------------------	------

Other Signature	Date
-----------------	------

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

Coversheet

Consent - Personnel Services

Section: VIII. Consent
Item: C. Consent - Personnel Services
Purpose: Vote
Submitted by: Gigi Lenz

Related Material:

2026-2027 MYA Work Year Calendars (for board approval) 185 Certificated.pdf
2026-2027 MYA Work Year Calendars (for board approval) 220 Certificated.pdf
2026-2027 MYA Work Year Calendars (for board approval) 220 Classified.pdf
2026-2027 MYA Work Year Calendars (for board approval) 12 Month Classified.pdf
2026-2027 MYA Work Year Calendars (for board approval) 11 Month Classified.pdf

BACKGROUND:

The 2026–2027 MYA Employee Work Year Calendars for certificated and classified employees include 220-day and 185-day certificated calendars, as well as 220-day, 11-month, and 12-month classified calendars. These calendars align employee work schedules with instructional programs, operational needs, and recognized holidays, while clearly identifying workdays, non-workdays, and compensated days. They support consistency across employee groups, accurate payroll processing, and transparency regarding expectations for the upcoming school year. Assignment start and end dates remain dependent on program needs, and holiday eligibility is applied in accordance with paid-status requirements. Approval of these calendars supports effective staffing, compliance, and operational planning for the 2026–2027 school year.

RECOMMENDATION:

It is recommended the Board approve the 2026–2027 MYA Employee Work Year Calendars for Motivated Youth Academy (#1628).

Fiscal Impact: None.



Motivated Youth Academy | 2026-2027 | CERTIFICATED WORK YEAR CALENDAR - 11 MONTHS (185 DAYS)

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

HOLIDAYS:	
9/7/2026	Labor Day
11/11/2026	Veterans Day
11/26-11/27/2026	Thanksgiving Day + Friday after Thanksgiving
12/24-12/25/2026	Christmas Eve/Day
12/31/2026 + 1/1/2027	New Year's Eve/Day
1/18/2027	Martin Luther King Jr.
2/15/2027	Presidents Day
5/31/2027	Memorial Day
6/18/2027	Juneteenth
	First Day of Track F
	Last Day of Track F

H Holiday
 N Non-working Day

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.
 Assignment start and end dates are dependent on the program.

Calendar Days (M-F)	261
Total Holidays	12
Total Compensated Days	185
Total Work Days	185



Motivated Youth Academy | 2026-2027 | CERTIFICATED WORK YEAR CALENDAR - 12 MONTHS (220 DAYS)

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

HOLIDAYS:	
7/3/2026	Independence Day (Observed)
9/7/2026	Labor Day
11/11/2026	Veterans Day
11/26-11/27/2026	Thanksgiving Day + Friday after Thanksgiving
12/24-12/25/2026	Christmas Eve/Day
12/31/2026 + 1/1/2027	New Year's Eve/Day
1/18/2027	Martin Luther King Jr.
2/15/2027	Presidents Day
5/31/2027	Memorial Day
6/18/2027	Juneteenth

H	Holiday
N	Non-working Day
	First & Last Day of Track E
	First & Last Day of Track F
	First & Last Day of Track G

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.
Assignment start and end dates are dependent on the program.

Calendar Days (M-F)	261
Total Holidays	13
Total Compensated Days	247
Total Work Days	247
Non Work Days to Plant	27
Adjusted Total Compensated Days	220



Motivated Youth Academy | 2026-2027 | CLASSIFIED WORK YEAR CALENDAR - 12 MONTHS (220 DAYS)

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

HOLIDAYS:	
7/3/2026	Independence Day (Observed)
9/7/2026	Labor Day
11/11/2026	Veterans Day
11/26-11/27/2026	Thanksgiving Day + Friday after Thanksgiving
12/24-12/25/2026	Christmas Eve/Day
12/31/2026 + 1/1/2027	New Year's Eve/Day
1/18/2027	Martin Luther King Jr.
2/15/2027	Presidents Day
5/31/2027	Memorial Day
6/18/2027	Juneteenth

H	Holiday
N	Non-working Day
	First & Last Day of Track E
	First & Last Day of Track F
	First & Last Day of Track G

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.
Assignment start and end dates are dependent on the program.

Calendar Days (M-F)	261
Total Holidays	13
Total Compensated Days	247
Total Work Days	247
Non Work Days to Plant	27
Adjusted Total Compensated Days	220



Motivated Youth Academy | 2026-2027 | CLASSIFIED WORK YEAR CALENDAR - 12 MONTHS (240 DAYS)

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

HOLIDAYS:	
7/3/2026	Independence Day (Observed)
9/7/2026	Labor Day
11/11/2026	Veterans Day
12/24-12/25/2026	Christmas Eve/Day
12/31/2026 + 1/1/2027	New Year's Eve/Day
1/18/2027	Martin Luther King Jr.
2/15/2027	Presidents Day
5/31/2027	Memorial Day
6/18/2027	Juneteenth
H	Holiday
N	Non-working Day
	First & Last Day of Track E
	First & Last Day of Track F
	First & Last Day of Track G

Calendar Days (M-F)	261
Total Holidays	13
Total Compensated Days	247
Total Work Days	247
Adjusted Total Compensated Days	240

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.
Assignment start and end dates are dependent on the program.



Motivated Youth Academy | 2026-2027 | CLASSIFIED WORK YEAR CALENDAR - 11 MONTHS (185 DAYS)

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

HOLIDAYS:	
9/7/2026	Labor Day
11/11/2026	Veterans Day
11/26-11/27/2026	Thanksgiving Day + Friday after Thanksgiving
12/24-12/25/2026	Christmas Eve/Day
12/31/2026 + 1/1/2027	New Year's Eve/Day
1/18/2027	Martin Luther King Jr.
2/15/2027	Presidents Day
5/31/2027	Memorial Day
6/18/2027	Juneteenth
	First Day of Track F
	Last Day of Track F

H Holiday
 N Non-working Day

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.
 Assignment start and end dates are dependent on the program.

Calendar Days (M-F)	261
Total Holidays	12
Total Compensated Days	185
Total Work Days	185

Coversheet

Consent - Policy Development

Section: VIII. Consent
Item: D. Consent - Policy Development
Purpose: Vote
Submitted by: Gigi Lenz
Related Material: Conflict of Interest Code - For Board Approval - 2026.01.29.pdf
Conflict of Interest Code - Redlined - 2026.01.29.pdf

BACKGROUND:

The Conflict of Interest Code for Motivated Youth Academy, as required by the Political Reform Act of 1974 and California Government Code sections 87100 et seq. and 87300, has been reviewed to confirm the accuracy of designated positions, disclosure categories, filing responsibilities, and disqualification procedures applicable to Board members and designated employees. A redlined version is provided for reference, demonstrating that any changes are administrative and clarifying in nature and do not represent substantive modifications to the school's conflict-of-interest framework. Board approval is required to adopt the reviewed Code and ensure continued compliance with Fair Political Practices Commission (FPPC) requirements, including annual Form 700 filing obligations.

RECOMMENDATION:

It is recommended that the Board approve and adopt the reviewed Conflict of Interest Code for Motivated Youth Academy (#1628).

Fiscal Impact: None.

MOTIVATED YOUTH ACADEMY

CONFLICT OF INTEREST CODE

(Reviewed: month, day, year)

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Motivated Youth Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Motivated Youth Academy (“MYA” or the “Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of the Charter School, including governing board members, who hold positions that involve the making, or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A

Designated Positions

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Chief Executive Officer	1, 2
Chief Financial Officer	1, 2
Secretary	1, 2
Executive Director	3
Director (Interim)	3
Assistant Director	3
Operations and Program Manager	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a MYA charter school, or
 - of any facility utilized by MYA charter schools, or
 - of a proposed site for a MYA facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by MYA.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

MOTIVATED YOUTH ACADEMY

CONFLICT OF INTEREST CODE

(Reviewed: month, day, year ~~Amended: February 13, 2025~~)

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Motivated Youth Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Motivated Youth Academy (“MYA” or the “Charter School”), as specifically required by California Government Code Section 87300.

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An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

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 - of any facility utilized by MYA charter schools, or
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Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

Coversheet

Approval of the Lease Agreement for Regus Premier Offices

Section: IX. Business/Financial Services
Item: A. Approval of the Lease Agreement for Regus Premier Offices
Purpose: Vote
Submitted by: Gigi Lenz
Related Material: Regus Premier Offices Lease Agreement - May to Dec 2026.pdf

BACKGROUND:

MY Academy currently utilizes office space at the Regus – La Terraza Corporate Plaza location in Escondido and is requesting approval to renew the agreement for the term May 1, 2026 through December 31, 2026. The renewal provides a private two-person office at a discounted monthly rate of \$2,543.70, inclusive of standard services and amenities, to support administrative operations, meetings, and other school-related functions. Staff reviewed comparable shared office options and determined that alternatives offering similar privacy and professional services would result in higher costs and additional transition burden. Approval of this agreement ensures continuity of operations, predictable costs, and avoids unnecessary disruption.

RECOMMENDATION:

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

Fiscal Impact: \$20,349.60



RENEWAL SERVICE AGREEMENT

Regus SPACES. HQ Signature No 18

AGREEMENT DATE : JANUARY 10, 2026

BUSINESS CENTER ADDRESS:	CLIENT ADDRESS (NOT A BUSINESS CENTER ADDRESS):																		
	<table border="1"> <tr> <td>Company Name</td> <td>Motivated Youth Academy</td> </tr> <tr> <td>Contact Name</td> <td>Gigi Lenz</td> </tr> <tr> <td>Address *</td> <td>2825 Oak Hill Dr</td> </tr> <tr> <td>City *</td> <td>Escondido</td> </tr> <tr> <td>State/ County/ Province/ Municipality/ Governorate *</td> <td>California</td> </tr> <tr> <td>Post Code *</td> <td>92027</td> </tr> <tr> <td>Country *</td> <td>United States of America</td> </tr> <tr> <td>Phone number *</td> <td>United States of America +1 619-393-9378</td> </tr> <tr> <td>Email *</td> <td>glenz@myacademy.org</td> </tr> </table>	Company Name	Motivated Youth Academy	Contact Name	Gigi Lenz	Address *	2825 Oak Hill Dr	City *	Escondido	State/ County/ Province/ Municipality/ Governorate *	California	Post Code *	92027	Country *	United States of America	Phone number *	United States of America +1 619-393-9378	Email *	glenz@myacademy.org
Company Name	Motivated Youth Academy																		
Contact Name	Gigi Lenz																		
Address *	2825 Oak Hill Dr																		
City *	Escondido																		
State/ County/ Province/ Municipality/ Governorate *	California																		
Post Code *	92027																		
Country *	United States of America																		
Phone number *	United States of America +1 619-393-9378																		
Email *	glenz@myacademy.org																		
CA, Escondido - La Terraza Corporate Plaza 500 La Terraza Blvd. Suite 150 Escondido California 92025 United States of America																			

RENEWAL PAYMENT DETAILS (EXCLUDING TAX AND OPTIONAL SERVICES)

Office Number	Number of People	Total Monthly Office Price	Discount for Longer Term	Total Monthly Discount	Discounted Monthly Renewal Price
147	2	\$ 3,012.30	\$ 468.60	\$ 468.60	\$ 2,543.70
TOTALS	2	\$ 3,012.30	\$ 468.60	\$ 468.60	\$ 2,543.70

SERVICE PROVISION: Start Date: May 1, 2026 End Date*: December 31, 2026

COMMENTS:

- * All agreements end on the last calendar day of the month. [More info](#)
- Invoices/Fees are charged on a monthly basis which is calculated based on a 30-day month. [More info](#)
- A refundable service retainer equivalent to 2 x monthly office fee will be payable. [More info](#)

Promotion: Any promotion or discount is for the initial term of the agreement.

TERMS AND CONDITIONS

We are Regus Management Group, LLC, please click the link below for terms and conditions.

AGREEMENT TO ARBITRATE/CLASS ACTION WAIVER: YOU AND WE MUTUALLY AGREE TO WAIVE OUR RESPECTIVE RIGHTS TO RESOLVE DISPUTES IN A COURT OF LAW BY A JUDGE OR JURY AND AGREE TO RESOLVE ANY DISPUTE BETWEEN US BY BINDING ARBITRATION, except as expressly provided in this paragraph. Any dispute or claim relating in any way or arising out of this Agreement shall be resolved by binding arbitration administered by the American Arbitration Association in accord with its Commercial Arbitration Rules (available at www.adr.org), except that You or We may assert claims in small claims court and We may pursue a court action to remove You if You do not leave when this Agreement terminates (and You may pursue a court action to prevent Your removal). The arbitrator, and not a court of law, shall have exclusive authority to resolve any dispute relating to the interpretation, applicability, enforceability, or formation of this agreement to arbitrate, and shall conduct the arbitration on an individual basis only and not as a class or representative action. You and We acknowledge that this Agreement is governed by the Federal Arbitration Act and will survive after this Agreement terminates or your relationship with Us ends.

CLASS ACTION WAIVER: YOU UNDERSTAND AND AGREE THAT YOU AND WE MAY EACH BRING CLAIMS AGAINST THE OTHER, WHETHER IN COURT OR ARBITRATION, ONLY IN AN INDIVIDUAL CAPACITY AND NOT ON A CLASS, COLLECTIVE ACTION, OR REPRESENTATIVE BASIS, AND EXPRESSLY WAIVE THE RIGHT TO PURSUE OR HAVE A DISPUTE RESOLVED AS A PLAINTIFF OR CLASS MEMBER IN ANY PURPORTED CLASS, COLLECTIVE OR REPRESENTATIVE PROCEEDING.

[Download the terms and conditions](#)

[Download the house rules](#)

This website is secure. Your personal details are protected at all times. [Print Agreement](#)

CONFIRMATION NO : R-3623403

IF YOU NEED ASSISTANCE CALL OUR HELPLINE ON +1-855-400-3575

These General Terms and Conditions apply to Office/Coworking, Virtual Office, Membership, and Workplace Recovery agreements for services We supply to You.

1. General Agreement

- 1.1. Nature of an agreement: At all times, each Center remains in Our possession and control. YOU ACCEPT THAT AN AGREEMENT CREATES NO TENANCY INTEREST, LEASEHOLD ESTATE, OR OTHER REAL PROPERTY INTEREST IN YOUR FAVOR WITH RESPECT TO THE ACCOMMODATION.
- 1.2. House Rules: The House Rules, which are incorporated into these terms and conditions, are primarily in place and enforced to ensure that all clients have a professional environment to work in.
- 1.3. Company and Contact Information: It is Your responsibility to keep the information and key contact information We use to communicate with You up-to-date through the app or Online Account (or other customer portal as advised to you from time to time). This includes but is not limited to email addresses, phone numbers, company address, Tax/VAT and registration details as locally applicable. Your contact address details must be a legitimate Business address or residential address of the primary contact; it must not be an IWG Center address (or other Business center address).
- 1.4. Availability at the start of an agreement: If for any unfortunate reason We cannot provide the Virtual Office services or Office/Co-Working accommodation in the Center stated in an agreement by the start date, We will have no liability to You for any loss or damage, but You may either move to one of Our other Centers (subject to availability), delay the start of the agreement, or cancel it.
- 1.5. **AUTOMATIC RENEWAL:** SO THAT WE CAN MANAGE YOUR SERVICES EFFECTIVELY AND TO ENSURE SEAMLESS CONTINUITY OF THOSE SERVICES, ALL AGREEMENTS WILL RENEW AUTOMATICALLY FOR SUCCESSIVE PERIODS EQUAL TO THE CURRENT TERM UNTIL BROUGHT TO AN END BY YOU OR US. ALL PERIODS SHALL RUN TO THE LAST DAY OF THE MONTH IN WHICH THEY WOULD OTHERWISE EXPIRE. THE FEES ON ANY RENEWAL WILL BE AT THE THEN PREVAILING MARKET RATE. IF YOU DO NOT WISH FOR AN AGREEMENT TO RENEW THEN YOU CAN CANCEL IT EASILY WITH EFFECT FROM THE END DATE STATED IN THE AGREEMENT, OR AT THE END OF ANY EXTENSION OR RENEWAL PERIOD, BY GIVING US PRIOR NOTICE. NOTICE MUST BE GIVEN THROUGH YOUR ONLINE ACCOUNT OR THROUGH THE APP. THE NOTICE PERIODS REQUIRED ARE AS FOLLOWS:

<u>Term</u>	<u>Notice Period</u>
Month-to-Month	no less than 1 months' notice from the 1 st day of any calendar month
3 months	no less than 2 months' notice prior to the end of the term
More than 3 months	no less than 3 months' notice prior to the end of the term

- 1.6. We may elect not to renew an agreement. If so, We will inform You by email, through the App or Your online account, according to the same notice periods specified above.
- 1.7. If the Center is no longer available: In the event that We are permanently unable to provide the services and accommodation at the Center stated in an agreement, We will offer You accommodation in one of Our other centers. In the unlikely event We are unable to find a nearby alternative accommodation, Your agreement will end, and You will only have to pay monthly fees up to that date and for any additional services You have used.
- 1.8. Ending an agreement immediately: We may terminate an agreement immediately by giving You notice if (a) You become insolvent or bankrupt; or (b) You breach one of your obligations which cannot be put right, or which We have given You notice to put right and which You have failed to put right within 14 days of that notice; or (c) Your conduct, or that of someone at the Center with Your permission or invitation, is incompatible with ordinary office use and, (i) that conduct continues despite You having been given notice, or (ii) that conduct is material enough (in Our reasonable opinion) to warrant immediate termination; or (d) You are in breach of the "Compliance With Law" clause below. If We terminate an agreement for any of the reasons referred to in this clause You must, within 30 days of the date of Our notice of termination, pay Us as a lump sum payment all sums that would otherwise have fallen due and payable by you during the remainder of the period for which Your agreement would have lasted if We had not terminated it. You agree that this payment reflects a reasonable estimate of the actual damages that We will sustain in the event of an early termination.
- 1.9. When an Office agreement ends: When an agreement ends You must vacate Your accommodation immediately, leaving it in the same state and condition as it was when You took it. If You leave any property in the Center, We may dispose of it at Your cost in any way We choose without owing You any responsibility for it or any proceeds of sale. If You continue to use the accommodation when an agreement has ended, You are responsible for any loss, claim or liability We may incur as a result of Your failure to vacate on time.

1.10. Transferability: Subject to availability (which shall be determined in Our sole discretion) You may transfer Your agreement to alternative accommodation in the IWG network of Centers provided that Your financial commitment remains the same (or increases) and such transfer is not used to extend or renew an existing agreement. Such a transfer may require entry into a new agreement.

2. Use of the Centers:

2.1. Business Operations: You may not carry on a business that competes with Our business of providing Serviced Office and flexible working. Our Services may not be re-sold, or otherwise assigned by You to any third party. You may not use Our name (or that of Our affiliates) in any way in connection with Your business. You are only permitted to use the address of a Center as Your registered Offices address if it is permitted by both law and if We have given You prior written consent (given the administration there is an additional fee chargeable for this Services which can be found in the House Rules). You must only use the accommodation for Offices business purposes. If We decide that a request for any particular Services is excessive, We reserve the right to charge an additional fee. In order to ensure the Center provides a great working environment for all, We kindly ask you to limit any excessive visits by members of the public.

2.2. Accommodation

2.2.1. Alterations or Damage: You are liable for any damage caused by You or those in the Center with Your permission, whether express or implied, including but not limited to all employees, contractors and/or agents.

2.2.2. IT Installations: We take great pride in Our IT infrastructure and its upkeep and therefore You must not install any cabling, IT, or telecom connections without Our consent, which We may refuse in our absolute discretion. As a condition to Our consent, You must permit Us to oversee any installations (for example, IT or electrical systems) and to verify that such installations do not interfere with the use of the accommodation by other clients or Us or any landlord of the building. Fees for installation and de-installation will be at Your cost.

2.2.3. Use of the Accommodation: An agreement will list the accommodation We initially allocate for Your use. You will have a non-exclusive right to the rooms allocated to You. Where the accommodation is a Co-working desk, this can only be used by one individual, it cannot be shared amongst multiple individuals. Occasionally to ensure the efficient running of the Center, We may need to allocate different accommodation (including re-allocation of a Co-working desk) to You, but it will be of reasonably equivalent size, and We will notify You with respect to such different accommodation in advance.

2.2.4. Access to the Accommodation: To maintain a high level of service, We may need to enter Your accommodation and may do so at any time, including and without limitation, in an emergency, for cleaning and inspection or in order to resell the space if You have given notice to terminate. We will always endeavor to respect any of Your reasonable security procedures to protect the confidentiality of Your business.

2.2.5. Hybrid Working: You may use Your designated office for hybrid working (excluding Coworking desks). Hybrid working is defined as having more individuals registered with access to Your office than the specified maximum allowable occupants for that office at any one time. The management of individuals accessing your office is Your responsibility and should be managed through Your online account. At no time may the number of individuals working in Your accommodation exceed the maximum number of occupants allowed. A hybrid supplemental monthly fee will be payable by You for each individual registered above the maximum occupants allowed. This fee can be found in the House Rules.

2.3. Membership:

2.3.1. If You have subscribed to a Membership Agreement You will have entry access to all participating centers worldwide during standard business working hours and subject to availability. If You would like to stay after hours, please speak to the Community Team for instructions on, and availability of, after hours use.

2.3.2. Membership Usage: Usage is measured in whole days and unused days cannot be carried over to the following month. A membership is not intended to be a replacement for a full-time workspace and all workspaces must be cleared at the end of each day. You are solely responsible for Your belongings at the center at all times. We are not responsible for any property that is left unattended. Should You use more than Your membership entitlement, We will charge You an additional usage fee. You may bring in 1 guest free of charge (subject to fair usage). Any additional guests will be required to purchase a day pass.

2.3.3. As a Member, You may not use any Center as Your business address without an accompanying office or virtual office agreement in place. Any use of the Center address in such a way will result in an automatic

enrollment in the Virtual Office product for the same term as Your membership and You will be invoiced accordingly.

- 2.4. Workplace Recovery: The Workplace Recovery services are governed by these terms and conditions including, without limitation, Our liability to You and insurance. This service is detailed further in the Workplace Recovery Services Guide which is available upon request.
 - 2.5. Compliance with Law: You must comply with all relevant laws and regulations in the conduct of Your business. You must not do anything that may interfere with the use of the Center by Us or by others (including but not limited to political campaigning or immoral activity), cause any nuisance or annoyance, or cause loss or damage to Us (including damage to reputation) or to the owner of any interest in the building. If We have been advised by any government authority or other legislative body that it has reasonable suspicion that You are conducting criminal activities from the Center, or You are or will become subject to any government sanctions, then We shall be entitled to terminate any and all of Your agreements with immediate effect. You acknowledge that any breach by You of this clause shall constitute a material default, entitling Us to terminate Your agreement without further notice.
 - 2.6. Ethical Trading: Both We and You shall comply at all times with all relevant anti-slavery, anti-bribery, and anti-corruption laws.
 - 2.7. Data Protection:
 - 2.7.1. Each party shall comply with all applicable data protection legislation. The basis on which we will process Your personal data is set out in our privacy policies (available on our website) at www.iwgplc.com/clientprivacypolicy.
 - 2.7.2. You acknowledge and accept that we may collect and process personal data concerning You and/or your personnel in the course of our agreement for services with you. Such personal data will be processed in accordance with our privacy policy. Where you provide this data to us, you will ensure that you have the necessary consents and notices in place to allow for this.
 - 2.8. Employees: We will both have invested a great deal in training Our staff. Therefore, neither of us may knowingly solicit or offer employment to the other's staff employed in any Center (or for 3 months after they have left their employment). To recompense the other for staff training and investment costs, if either of us breaches this clause the breaching party will pay upon demand the other the equivalent of 6 months' salary of any employee concerned.
 - 2.9. Confidentiality: The terms of an agreement are confidential. Neither of us may disclose them without the other's consent unless required to do so by law or an official authority. This obligation continues for a period of 3 years after an agreement ends.
 - 2.10. Assignment: An agreement is personal to You and cannot be transferred to anyone else without prior consent from Us unless such transfer is required by law. However, We will not unreasonably withhold our consent to assignment to an affiliate provided that You execute our standard form of assignment. We may transfer any agreement and any and all amounts payable by You under an agreement to any other member of Our group.
 - 2.11. Applicable law: An agreement is interpreted and enforced in accordance with the law of the place where the Center is located other than in a few specific jurisdictions which are detailed in the House Rules. We and You both accept the exclusive jurisdiction of the courts of that jurisdiction. If any provision of these terms and conditions is held void or unenforceable under the applicable law, the other provisions shall remain in force.
3. Our liability to You and Insurance
 - 3.1. The extent of Our liability: To the maximum extent permitted by applicable law, We are not liable to You in respect of any loss or damage You suffer in connection with an agreement, including without limitation any loss or damage arising as a result of our failure to provide a service as a result of mechanical breakdown, strike, or other event outside of Our reasonable control otherwise, unless We have acted deliberately or have been negligent. In no event shall We be liable for any loss or damage until You provide written notice and give Us a reasonable time to put it right. If We are liable for failing to provide You with any service under an agreement, then, subject to the exclusions and limits set out immediately below, We will pay any actual and reasonable additional expense You have incurred in obtaining the same or similar service from elsewhere.
 - 3.2. Your Insurance: It is Your responsibility to arrange insurance for property which You bring in to the Center, for any mail You send or receive and for Your own liability to your employees and to third parties. We strongly recommend that You put such insurance in place.

- 3.3. IT Services and Obligations: Whilst We have security internet protocols in place and strive to provide seamless internet connectivity, WE DO NOT MAKE ANY REPRESENTATION AND CANNOT GUARANTEE ANY MAINTAINED LEVEL OF CONNECTIVITY TO OUR NETWORK OR TO THE INTERNET, NOR THE LEVEL OF SECURITY OF IT INFORMATION AND DATA THAT YOU PLACE ON IT. You should adopt whatever security measures (such as encryption) You believe are appropriate to Your business. Your sole and exclusive remedy in relation to issues of reduced connectivity which are within Our reasonable control shall be for Us to rectify the issue within a reasonable time following notice from You to Us.
- 3.4. EXCLUSION OF CONSEQUENTIAL LOSSES: WE WILL NOT IN ANY CIRCUMSTANCES HAVE ANY LIABILITY TO YOU FOR LOSS OF BUSINESS, LOSS OF PROFITS, LOSS OF ANTICIPATED SAVINGS, LOSS OF OR DAMAGE TO DATA, THIRD PARTY CLAIMS OR ANY CONSEQUENTIAL LOSS. WE STRONGLY RECOMMEND THAT YOU INSURE AGAINST ALL SUCH POTENTIAL LOSS, DAMAGE, EXPENSE OR LIABILITY.
- 3.5. Financial limits to our liability: In all cases, our liability to You is subject to the following limits:
 - 3.5.1. without limit for personal injury or death;
 - 3.5.2. up to a maximum of GBP 1 million (or USD 1.5 million or EUR 1 million or other local equivalent) for any one event or series of connected events for damage to Your personal property; and
 - 3.5.3. in respect of any other loss or damage, up to a maximum equal to 125% of the total fees paid between the date services under an agreement commenced and the date on which the claim in question arises; or if higher, for office agreements only, GBP 50,000 / USD 100,000 / EUR 66,000 (or local equivalent).

4. Fees

- 4.1. Service Retainer/Deposit: Your service retainer / deposit will be held by Us without generating interest as security for performance of all Your obligations under an agreement. All requests for the return must be made through Your online account or App after which the service retainer/deposit or any balance will be processed within 30 days to You once your agreement has ended and when You have settled Your account. We will deduct any outstanding fees and other costs due to Us before returning the balance to You. We will require You to pay an increased retainer if the monthly office or virtual office fee increases upon renewal, outstanding fees exceed the service retainer/deposit held and/or You frequently fail to pay invoices when due.
- 4.2. Taxes and duty charges: You agree to pay promptly (i) all sales, use, excise, consumption and any other taxes and license fees which You are required to pay to any governmental authority (and, at Our request, You will provide to Us evidence of such payment) and (ii) any taxes paid by Us to any governmental authority that are attributable to Your accommodation, where applicable, including, without limitation, any gross receipts, rent and occupancy taxes, tangible personal property taxes, duties or other documentary taxes and fees.
- 4.3. Payment: We are continually striving to reduce our environmental impact and support You in doing the same. Therefore, We will send all invoices electronically and You will make payments via an automatic payment method, one-off payment via Your online account or via an electronic funds transfer. If You do not set up an automatic form of payment, You will be charged a refundable payment retainer equal to one times your monthly product fee. For certain payment method, a transaction fee may be applied. Invoices are due and payable on the due date stated in them. Invoices will be issued, and payments collected either by Us directly or by any member of Our group of companies.
- 4.4. Late payment: If You do not pay fees when due, a fee will be charged on all overdue balances. This fee will differ by country and is listed in the House Rules. If any part of an invoice is legitimately disputed, You shall give immediate written notice to Us, follow the requirements of the Disputes clause in the House Rules, and pay the amount not in dispute by the due date or be subject to late fees. We also reserve the right to withhold services (including for the avoidance of doubt, denying You access to the Center where applicable) while there are any outstanding fees and/or interest or You are in breach of an agreement.
- 4.5. Insufficient Funds: Due to the additional administration We incur, You will pay a fee for any returned or declined payments due to insufficient funds. This fee will differ by country and is listed in the House Rules.
- 4.6. Activation: An activation fee is payable in respect of each agreement You have with Us (including any new agreements entered into under clause 1.10 above). This fee covers the administrative cost of the client onboarding process and account setup. This fee is set out in each Local Services Agreement and is charged on a per occupant basis for Serviced Office and Coworking (dedicated desk), on a per location basis for Virtual Office, and on a per person basis for Membership. Further information is set out in the House Rules.
- 4.7. Indexation: If an agreement, including month to month agreements, continues for more than 12 months, We will increase the monthly fee on each anniversary of the start date in line with the relevant inflation rate detailed

in the House Rules current at the time. If a country experiences high levels of inflation, indexation could be applied more frequently and is detailed in the House Rules current at the time.

- 4.8. Office Restoration: Upon Your departure or if You choose to relocate to a different room within a Center, We will charge a fixed office restoration service fee to cover normal cleaning and any costs incurred to return the accommodation to its original condition and state. This fee will differ by country and is listed in the House Rules. We reserve the right to charge additional reasonable fees for any repairs needed above and beyond normal wear and tear.
- 4.9. Standard services: Monthly fees, plus applicable taxes, and any recurring services requested by You are payable monthly in advance. Where a daily rate applies, the charge for any such month will be 30 times the daily fee. For a period of less than one month, the fee will be applied on a daily basis.
- 4.10. Pay-as-you-use and Additional Variable Services: Fees for pay-as-you-use services, plus applicable taxes, are payable monthly in arrears at our standard rates which may change from time to time and are available on request.
- 4.11. Additional Fees: If Your use of the accommodation or treatment of the accommodation requires Us to incur additional costs for the provision of nonstandard service(s), including but not limited to deep cleaning, unusual rubbish removal, pest remediation, or additional security, We reserve the right to charge You for the cost of these services plus an additional 30% administration fee.
- 4.12. Discounts, Promotions and Offers: If You benefited from a special discount, promotion or offer, We will discontinue that discount, promotion or offer without notice if You materially breach Your agreement.

Global Terms March 2025

Coversheet

Approval of Acacia HR Solutions Contract - MYA Fractional Support (Renewal)

Section: IX. Business/Financial Services
Item: B. Approval of Acacia HR Solutions Contract - MYA Fractional Support (Renewal)
Purpose: Vote
Submitted by: Gigi Lenz
Related Material: Acacia HR Solutions Contract - MYA Fractional Support 2025.07.01.pdf

BACKGROUND:

This agenda item includes two related approvals: (1) reinstatement of the Acacia HR Solutions contract retroactive to July 1, 2025, and (2) approval of a rate adjustment effective January 2026.

First, approval is requested to reinstate and approve the contract for the 2025–26 school year, effective retroactively to July 1, 2025, to ensure continuity of services with no lapse. While Acacia understood the prior agreement to be ongoing unless terminated, MYA’s review identified a defined end date in the contract. As a result, the agreement must be formally reinstated to cover uninterrupted HR services provided since July 1, 2025. The reinstated agreement provides approximately 12 hours per week of fractional HR support, including HR administration, compliance, employee relations, and payroll coordination, and continues on an indefinite term with 30 days’ notice by either party.

Second, approval is requested to acknowledge a rate adjustment effective January 2026, increasing the monthly fee from \$4,800 to \$5,100 for the period January 2026 through January 2027. The total fiscal impact of \$61,200 reflects 12 months at the revised rate, with no change to the contracted hours or scope of services. Each January, MYA and Acacia will review the scope and level of services; if any changes to services or rates are proposed, a new contract will be developed and presented to the Board for approval.

This fractional HR model provides MYA with consistent HR capacity without the cost or co-employment structure of a full Professional Employer Organization. Staff reviewed comparable HR outsourcing options and determined that Acacia’s services remain cost-effective and well aligned with MYA’s operational needs. Approval of this item ensures continuity of HR operations, predictable costs, and ongoing compliance support.

RECOMMENDATION:

It is recommended the Board approve the Acacia HR Solutions fractional HR services agreement renewal for Motivated Youth Academy (#1628).

Fiscal Impact: \$61,200.00

AGREEMENT between:

Motivated Youth Academy : (hereinafter referred to as “**Client**”)

And

Acacia HR Solutions (hereinafter referred to as "Consultant")

WHEREAS the **Consultant** has agreed to provide services hereof to **Client** AND the parties have agreed and do hereby agree that the terms of such agreement be put into writing NOW THEREFORE the parties agree to be bound by the following terms and conditions:-

The Term

This agreement is retro-active to July 1, 2025 even though signed later. Contracts have an indefinite term unless otherwise terminated according to the termination section of this contract.

Services

The **Consultant** will provide fractional HR Consulting services for an average of 12 hours per week. Fractional HR Support is setup as open scope and covers typical tasks associated with HR Management.

Hours may be increased based on the needs of the business permanently or for a temporary period of no less than 90 days with written notification. Hour increases begin the 1st of the next month after notification.

Nothing contained in this contract will be construed as or have the effect of constituting a relationship of employer and employee between the parties to this agreement.

The Fee

Client agrees to pay **Consultant** \$4,800 per month for 2025. That rate increases to \$5,100 in 2026. Rates are reviewed annually in January for potential increases. Increases are communicated at least 30 days in advance. Invoices will be due on the 1st of every month. ACH is preferable but can be paid via bank transfer, check or credit card. All credit card transactions incur a 3% fee. Payment is due within 15 days of billing.

Service hours are considered on a monthly average basis. Should monthly hours average more than 12 per week, an overage fee of \$150 per hour may be applied. Should monthly hours average more than 12 average hours per week consistently for a period of 8 weeks, the contract may be renegotiated.

Meetings

Client and **Consultant** will attend meetings as necessary to discuss the aspects of the project. Onsite presence cadence will be determined within the first two weeks of the

project kick off.

Warranties

The **Consultant** warrants that it has and that its employees and subcontractors have the necessary expertise, skill and experience to provide the service and will provide unbiased and independent advice in respect of the service. The **Consultant** warrants that it will and its employees and subcontractors will comply with representations and descriptions in respect of the Service including, but not limited to capabilities, performance, completeness, accuracy, characteristics and specification. The **Client** understands that the advice given by the **Consultant** should not be construed as legal advice, but advice based on experience and education.

The **Consultant** warrants that the service and any material or materials supplied or obtained by the **Consultant** or its employees or subcontractors in connection with this agreement will not in any manner or way infringe or violate any third party proprietary rights including but not limited to any copyright, patent, trademark, trade name, registered design, trade secret, proprietary information, contractual, property, employment or non-disclosure rights.

Confidentiality

The **Consultant** will maintain as confidential all information obtained under or in connection with this agreement.

Termination

This agreement is effective for the length of the project. Either party may terminate the project with a 30-day notice. Upon termination of project, payment through the termination date may still be due and/or no refund will be given unless in the case of gross-negligence on the part of the **Consultant**.

Waiver of Remedies

No forbearance, indulgence or delay by either party in enforcing the provisions of this Agreement will prejudice or restrict the rights of that party, nor will any waiver of its rights operate as a waiver of any subsequent breach.

No right, power or remedy in the Agreement conferred upon or reserved for either party is exclusive of all other right, power or remedy available to that party and each such right, power or remedy will be cumulative.



Limitation of Liability

Notwithstanding any provision to the contrary, the total liability of **Consultant** and its employees and consultants, for all losses, damages, costs, and expenses, including attorney's fees, shall not exceed the greater of the aggregate amount paid to **Consultant** under this Agreement or \$1,000,000, regardless of the legal theory under which such liability is imposed. Notwithstanding, this limitation shall not apply to intentional misconduct and/or a breach of the confidentiality provision.

Some jurisdictions do not allow excluding or limiting implied warranties or limiting liability for incidental or consequential damages, and some jurisdictions have special statutory consumer protection provisions which may supersede the foregoing disclaimers and limitations. As a result, these disclaimers and/or limitations may not apply to you if prohibited by law.

Client Signature

Date:

Consultant Signature

Date:

Sabrina Parker

01/23/2026

Coversheet

Approval of School Pathways Service Agreement for 2026-2027 (Renewal)

Section: X. Education/Student Services
Item: A. Approval of School Pathways Service Agreement for 2026-2027
(Renewal)
Purpose: Vote
Submitted by: Gigi Lenz
Related Material:
School Pathways Service Agreement (Renewal - Jul 1 2026 to Jun 30 2027).pdf

BACKGROUND:

School Pathways serves as MYA's primary Student Information System (SIS) and supports student records, attendance, grading, instructional tracking, compliance reporting, secure archiving, and required system integrations. The School Pathways Service Agreement renewal period is July 1, 2026 through June 30, 2027.

The total annual cost of the agreement is based on an enrollment of 361 students, and includes the SIS, Personalized Learning System (PLS), RegOnline, archiving services, and Clever and YellowFolder integrations. Staff reviewed comparable SIS options and determined that alternatives offering similar functionality would require additional tools or increased staffing. Renewing School Pathways ensures continuity, minimizes transition risk, and maintains compliance with instructional and reporting requirements.

RECOMMENDATION:

It is recommended the Board approve the School Pathways Service Agreement renewal as presented for Motivated Youth Academy (#1628).

Fiscal Impact: \$35,851.91



School Pathways Quote Form with My Academy - Motivated Youth Academy (7/1/2026-6/30/2027)

School Pathways LLC

Company address
 PO Box 432, Portola, CA 96122

Company ID no.
FEIN #84-3824527

Hereinafter referred to as
 -

My Academy - Motivated Youth Academy

Company address
 500 La Terraza Blvd, Ste 150, Escondido CA 92025

Company ID no.
 -

Hereinafter referred to as
 -

Customer Name: My Academy - Motivated Youth Academy	Enrollment: 361
Customer Contact Name: Gigi Lenz	Customer Contact Title: Operation and Program Manager
Contact Email: glenz@myacademy.org	Number of Schools: 1
Customer Contact Phone:	Contract Term: 12 months
Proposal Issue Date: 2026-01-26	Start Date: 2026-07-01
Proposal Expiration Date: 2026-06-30	End Date: 2027-06-30

Deal ID: 54616118378

SaaS Subscriptions / One-Time Fees	Quantity	Unit	Unit Price (\$)	Fee (\$)
SIS (Student Information System) Annual Subscription	361	Student	\$36.99	\$13353.39
PLS Annual Subscription	361	Student	\$49.33	\$17808.13
RegOnline Annual Subscription	361	Student	\$4.94	\$1783.34
SPArchiving Annual Subscription	361	Student	\$5.02	\$1812.22
Clever Export Bridge Annual Subscription	1	School	\$420.67	\$420.67
YellowFolder Export Bridge Annual Subscription	1	School	\$674.16	\$674.16

Total Annual Fees:	\$35851.91
Total One-Time Fees:	\$0.00
Total Quote:	\$35851.91

School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued at or by quote start date. All invoices shall be paid before or on the due date set forth on invoice.



By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

Signatures

On behalf of My Academy - Motivated Youth Academy Representative title Operation and Program Manager Company representative Gigi Lenz Email glenz@myacademy.org _____ Signature _____ Date	On behalf of School Pathways LLC Representative title Director of Finance Company representative LeAnn Steffanic Email leann@schoolpathways.com _____ Signature _____ Date
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Coversheet

Approval of Professional Development Proposal by Dr. Jamila Dugan

Section: X. Education/Student Services
Item: B. Approval of Professional Development Proposal by Dr. Jamila Dugan
Purpose: Vote
Submitted by: Melissa Lato
Related Material:
Professional Development Proposal by Dr. Jamila Dugan (February-May 2026).pdf

BACKGROUND:

Dr. Jamila Dugan is an author, leadership coach, and researcher whose work centers on advancing equity in education through leadership development, instructional improvement, and culturally responsive practices. With over a decade of experience in the education sector, including recent work with the San Diego County Office of Education and San Diego Unified School District, Dr. Dugan brings a strong focus on disrupting systems that limit student potential and centering student voice as a driver of transformation.

Motivated Youth Academy previously partnered with Dr. Dugan to support instructional staff through a two-year-long professional learning series grounded in *Street Data* and the practice of radical dreaming. This proposal brings Dr. Dugan back to close out MY Academy's professional learning for the year, intentionally bridging competency-based instruction, radical dreaming, and the end-of-year Capstone experience, and supporting staff in reflecting on impact, vision, and equity-centered instructional practices.

RECOMMENDATION:

It is recommended the Board approve the professional development proposal by Dr. Jamila Dugan for Motivated Youth Academy (#1628).

Fiscal Impact: \$20,000



Proposal for Services to Motivated Youth Academy Spring 2026

Overview

This proposal is designed to support Motivated Youth Academy in closing the 2025–26 school year with coherence, clarity, and purpose by intentionally aligning:

- competency-based learning
- end-of-year capstone projects
- student radical dreaming and voice
- the MYA graduate profile

Over the past year, MYA has made meaningful progress in implementing competency-based learning and stabilizing instructional structures. Staff have moved from early uncertainty about how future-oriented approaches such as Radical Dreaming and competency-based learning support student success to instructional planning practices that are more grounded and consistent, with work groups now clearly organized around credentials and competencies.

The purpose of this renewed partnership is not to introduce something new, but to help staff connect what already exists so students can meaningfully demonstrate their learning through capstone projects that reflect both competencies and their radical dreams, and so staff feel confident guiding that process without overwhelm.

This work supports instructional staff in maintaining fidelity to student voice while meeting competency expectations and end-of-year outcomes.

Proposed Scope of Work

Development Design		
Series	Explanation	
Context	The engagement includes three 2-hour virtual sessions with instructional staff, supported by targeted in-between planning and alignment with cluster leads. All sessions will explicitly build on work already underway at MYA, and Radical Dreaming is positioned as a lens that strengthens competency-based learning and capstone work, not an add-on. Sessions will take place between March and April. February will be used for planning and alignment; no sessions will occur during that month.	
VIRTUAL Sessions	Potential Essential Questions	Focus
Session 1 Date: 3/9/26 Time: 10:00–12:00	<ul style="list-style-type: none"> • What is the evolution of MYA’s future-oriented instructional vision? • What is the connective tissue between our instructional vision and our instructional systems and structures? • How do we increase clarity around our pathway to student purpose and success? 	<ul style="list-style-type: none"> • Re-establish a shared understanding of Radical Dreaming as a grounding practice, using common language and visual anchors. • Make explicit connections between competencies, graduate profile expectations, and student dreams. • Examine examples that illustrate how student voice can be honored within competency-aligned work. • Surface and clarify staff questions about grading, evidence, and expectations.
Session 2 Date: 3/30/26 Time: 10:00–12:00	<ul style="list-style-type: none"> • What does a strong capstone look like at MYA? • How can capstone projects reflect both competencies and student radical dreams? • How do we use limited weekly time with students intentionally? 	<ul style="list-style-type: none"> • Clarify expectations for end-of-year capstone work through examples and shared criteria. • Map the relationship between competencies, student interests, and capstone outcomes. • Address staff concerns about balancing coursework and capstone work. • Elevate student voice through examples, artifacts, or student reflections where possible.

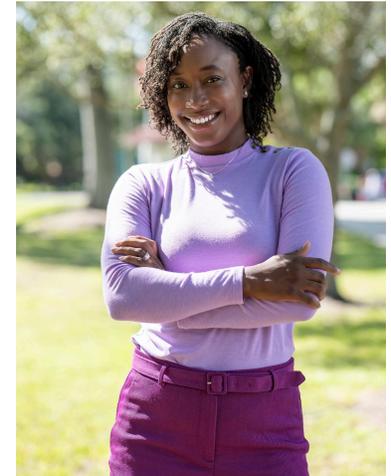
<p>Session 3 Date: 4/27/26 Time: 10:00–12:00</p>	<ul style="list-style-type: none"> ● What have we learned about coherence, student voice, and learning this year? ● What systems or practices should we carry forward to ensure our connective tissue sustains and expands? ● What tools or artifacts can help us build more coherent instructional systems? 	<ul style="list-style-type: none"> ● Reflect on the impact of the year’s learning through a coherence lens. ● Identify practices that strengthened student engagement and ownership. ● Clarify next steps for sustaining alignment between competencies, capstone, and student dreams. ● Support cluster leads and staff in naming priorities for the coming year.
<p>Total Budget: \$20,000</p> <p>This design includes development and facilitation of new content for 3 virtual sessions and 5 60-minute meetings with Dr. Jamila Dugan, Head of School, and Cluster Leads</p>		

Note: The focus for each proposed session is subject to change based on the context of school and participants' needs. The facilitator and professional development lead should be prepared to adjust or propose alternative outcomes throughout the process if needed.



Project Lead Partner

Dr. Jamila Dugan is a leadership coach, learning facilitator, and researcher. She began her career as a teacher in Washington D.C., successfully supporting her school to implement an International Baccalaureate program. After being nominated for Teacher of the Year, she later served as a coach for new teachers and a director of learning and leadership development for teachers in Oakland, California. As a school administrator, Jamila championed equity-centered student services, parent empowerment, and the development of the first public Mandarin immersion middle school in the Bay Area. She currently serves as a leadership development coach for districts, leaders, and educators in schools. She holds a Bachelor's Degree in Psychology from Fresno State University, a Master's Degree in Early Childhood Education from George Mason University, and a doctorate in Education Leadership for Equity from University of California, Berkeley. She is the author of the most widely read article in the March 2021 edition of Educational Leadership Magazine, "Beware of Equity Traps and Tropes" and is co-author of the Corwin bestseller "Street Data: A Next Generation Model for Equity Pedagogy, and School Transformation" with Shane Safir (Corwin Press 2021). To learn more, visit jamila.dugan.com.



Coversheet

Memorandum of Understanding (MOU) with Southern Indian Health Council

Section: X. Education/Student Services
Item: C. Memorandum of Understanding (MOU) with Southern Indian Health Council
Purpose: Vote
Submitted by: Bill Dobson
Related Material: MOU Southern Indian Health Council - 2026.02.01.pdf

BACKGROUND:

Approval of this Memorandum of Understanding between Motivated Youth Academy (MYA) and the Southern Indian Health Council (SIHC) will provide eligible students with access to integrated behavioral health supports. Southern Indian Health Council is a consortium of seven federally recognized Indian tribes that operates multiple health care facilities throughout San Diego County and provides coordinated medical, behavioral, and social services. Southern Indian Health Council is committed to protecting and improving the physical, mental, and spiritual health of the patients it serves, including eligible MYA students, and ensures that all personnel delivering behavioral health services are properly authorized, licensed, and in good standing under California law. All services are provided in compliance with applicable state and federal laws, including student safety requirements, mandated reporting obligations, anti-discrimination laws, and MYA codes of conduct. Southern Indian Health Council maintains rigorous screening, health clearance, and background check processes for all personnel who may interact with students and works collaboratively with the District to ensure a safe, lawful, and supportive service environment.

RECOMMENDATION:

It is recommended the Board approve the Memorandum of Understanding (MOU) between Southern Indian Health Council (SIHC) and Motivated Youth Academy (#1628).

Fiscal Impact: None

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("**Agreement**") is effective as of February 1, 2026 ("**Effective Date**"), by and between Motivated Youth Academy, a public charter school, organized and existing under and pursuant to the Constitution and laws of the State of California (the "**District**") and Southern Indian Health Council, Inc., an intertribal non-profit corporation (the "**Provider**").

RECITALS

- A. The Provider is a consortium of seven federally recognized Indian tribes which operates several health care facilities in San Diego County which provide medical, behavioral and social services to its patients, and is committed to protecting and improving the physical, mental, and spiritual health of its patients.
- B. The District is a California public charter school that operates K-12 schools in the County of San Diego.
- C. The District and the Provider wish to enter into this Agreement for the purpose of setting forth each party's commitments for the provision of behavioral health services by Provider ("**Provider Clinics**") for eligible patients of Provider on the campuses of the District's schools identified on Exhibit A attached to this Agreement ("**Schools**").
- D. The District desires to grant to the Provider the right to use certain portions of the Schools to allow the Provider to provide behavioral health services to eligible students of the school, in order to increase access to such services for the Provider's patients.

NOW THEREFORE, for and in consideration of the recitals above and the mutual agreement set forth below, the parties agree as follows:

AGREEMENT

1. **Term**

This Agreement shall be effective as of the Effective Date, and shall continue in effect until the tenth anniversary of the Effective Date ("**Initial Term**"). This Agreement shall automatically renew for additional periods of one year (each a "**Renewal Term**") unless one party provides written notice to the other of its intent not to renew at least 30 days before the end of the then current term. The Initial Term and Renewal Terms, if applicable, are collectively referred to as the "Term"

2. **Provider Space**

- (a) The Provider Space shall be co-located with the Schools and shall consist of such facilities as the District and the Provider may mutually agree from time to time to facilitate the services, which shall include a private and secured location/office with furniture (the "**Provider Space**"). Business and discussion within the Provider Space shall not be able to be visually, digitally, or aurally witnessed by individuals not involved in the behavioral health session.
- (b) The District hereby grants to the Provider the exclusive license to use and occupy the Provider Space when sessions are scheduled during the Term, and during the schedule agreed to between the parties ("**Hours of Operation**").
- (c) The District shall provide the following to the Provider with respect to the Provider Space, at District's sole cost and expense:
- (i) Access to the Provider Space at all times during the Hours of Operation of the Provider sessions.

- (ii) Utilities servicing the Provider Space.
 - (iii) Janitorial and security services as provided within the hosting school campus.
 - (iv) Access to bathroom facilities on campus at the Schools for use by Provider Personnel and Provider's patients.
- (d) Provider shall have the right to furnish the interior of the Provider Space to facilitate the provision of services, subject to the District's approval, which shall not be unreasonably withheld conditioned or delayed.

3. **Duties of the Provider**

- (a) The Provider shall ensure that each Provider Personnel providing the behavioral health services is authorized to provide behavioral health services to District youth patients consistent with the laws of the State of California ("**State**"). The Provider further represents and warrants that, to its knowledge, neither the Provider nor any Provider Personnel providing the services under this Agreement have (as applicable): (a) had their license to provide behavioral health services in the State suspended, revoked, or restricted; (b) ever been reprimanded, sanctioned, or disciplined by the State licensing board; and (c) ever been excluded from participation in, or sanctioned by a State or federal health care program.
- (b) The Provider and the Provider's employees, professionals providing services, agents, volunteers and any other individual(s) acting on its behalf ("**Provider Personnel**") shall perform all duties under this Agreement consistent with applicable state and federal laws.
- (c) Provider shall ensure that Provider Personnel are adequately screened so as to prevent the staffing of personnel who may pose a threat to the health of students, and that all such personnel shall provide evidence of freedom from tuberculosis for a period within sixty (60) days prior to commencing services at the School and provide certification every four (4) years thereafter.
- (d) The Provider shall require all employees of the Provider who may enter a School during the time that students are present to undergo electronic fingerprinting in a manner authorized by the California Department of Justice (the "**CDOJ**") to be completed by the District. The District and the Provider shall prohibit Provider Personnel from coming into contact with students until the CDOJ has ascertained that such personnel have not been convicted of a felony as defined in California Education Code Section 45122.1, a sex offense as defined in California Education Code Section 44010, or a drug offense as defined in California Education Code Section 44011. If the District or the Provider subsequently learn that a Provider Personnel has been convicted of a felony as defined in California Education Code Section 45122.1, a sex offense as defined in California Education Code Section 44010, or a drug offense as defined in California Education Code Section 44011, the District or the Provider will immediately prohibit such personnel from working at a School site. The Provider shall provide a list of the names of the Provider's Personnel who may have contact with students to the School principal and/or designee and shall update such list from time to time for personnel changes.
- (e) The Provider and its staff shall comply with the District's code of conduct policies and procedures, provided that copies thereof have been made available to the Provider (including via the District's website), subject to any conflicting provisions of applicable law (including, without limitation, the Privacy Laws (defined below)).
- (f) Provider shall ensure that all Provider Personnel comply with the mandated reporting requirements of the California Child Abuse and Neglect Reporting Act.

(g) Provider shall comply with applicable state and federal anti-discrimination laws, including, but not limited to, the California Fair Employment and Housing Act. In connection with all services performed under this Agreement, Provider shall not unlawfully discriminate against any employee, contractor or applicant on the basis of sex, race, color, religion, ancestry, national origin, disability, medical condition, marital status, sexual orientation, age, or on any other basis prohibited by law.

4. Services

(a) Point Person. The District shall provide a main point of contact per school site ("**Point Person**"). The Point Person shall be an administrator, School social worker, counselor or Teacher on Special Assignment ("**TOSA**") to coordinate all services on the site with the Provider. Providers will work directly with the Point Person(s) at each School served. The Point Person and the Provider shall schedule meetings as needed or requested held at the School, as agreed upon by the Point Person and the Provider. The purpose of these meetings is critical to ensure seamless delivery and coordination of school-linked services.

(b) School Referral Process.

(i) If requested by Parent/Guardian, or if applicable student 12 and older, School Point Person will provide Provider's direct contact information for Parent/Guardian or student to contact and begin process to obtain services from Provider.

(ii) The Provider will work with parent/guardian, or if applicable student 12 and older, to complete all appropriate enrollment documents and consents necessary for the services, assign a Provider Personnel, notify the Point Person as to commencement of the services and schedule all services, if any.

(iii) No student shall be turned away, barred or delayed in receiving services based on student payor's status or ability to pay. Provider shall neither design nor deploy programs in such a manner as to exclude or disadvantage low-income or uninsured students nor to advantage students with third-party payor or other financial means.

(c) Provider Initiated Services. Services initiated directly by the Provider with a Student through one of its health facilities shall be coordinated and performed in accordance with Provider's existing policies and procedures. Unless information is requested to be shared with the School by the Student's parent/guardian, and appropriate consents are obtained, the Provider will not share any information regarding the provision of such services, except in accordance with the applicable Privacy Laws.

(d) Confidentiality of Services. The Provider and the Point Person, in collaboration with the School staff will develop procedures by which Provider and District will ensure its employees/staff follow in order to call for the student to receive services and return the student to class. Such procedures shall ensure, to the maximum extent possible, that the confidentiality regarding the nature of the Services provided. Only those School personnel with a need to know shall be notified that a Student is receiving services and/or the reason the Student is being removed from class and such information shall remain confidential. The District shall ensure School personnel do not disclose the fact that services are being provided to a student and/or the nature of those services to anyone, except where authorized by applicable law. All procedures will be developed and approved in collaboration between the School and Provider prior to the commencement of services. Parties will be responsible to train and disseminate the procedure to each of their personnel.

(e) No Referral Requirements. Nothing in this Agreement shall be deemed or construed to require the District to refer any patients to the Provider. The parties agree that referrals of students

and their families should be made to the community resources that the District believes to be in the students' best interests. Under no circumstances shall District receive any monetary payment or benefit in exchange for providing any referral.

5. **Billing for Provider Services**

Provider shall have the sole and exclusive right to bill and receive reimbursement for the services provided at the Provider Clinics. District shall not, directly or indirectly, bill or request payment from any party relating to the services.

6. **Records; Compliance with Privacy Laws**

(a) Neither party shall be required to provide any personal health information to the other party and shall not do so without the express written consent, as required by applicable law. Any disclosure of confidential patient information, including information required by law, will be disclosed only after proper authorization by the patient authorizing the party disclosing, to the other party.

(b) The parties recognize that the District is a public school district and all educational services and medical services provided to students within the context of the educational setting by school district staff are governed by the Family Education Rights and Privacy Act ("**FERPA**"), 20 USC 1232g and 34 CFR Part 99. Parents of students below the age of 18 have the right to access all information covered by FERPA, as do parents of students above the age of 18 if the student is considered a dependent under applicable law. The District is solely responsible for its compliance with FERPA, and the District shall obtain and provide to the Provider a FERPA compliant written, signed and dated consent prior to the release by the District of the educational record information of a Student.

(c) The Provider is a Covered Entity under Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. 1320 through d-8, the 2009 Health Information Technology for Economic and Clinical Health Act and any current and future regulations promulgated thereunder, including without limitation, the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164, the federal security standards contained in 45 C.F.R. Part 164, the federal standards for electronic transactions contained in 45 C.F.R. Parts 160 and 162 ("**HIPAA**"). The Provider and the District acknowledge and agree that the medical records maintained by Provider with respect to the services are governed by HIPAA and the California Confidentiality of Medical Information Act (collectively, the "**Privacy Laws**") rather than FERPA, and, consequently, neither the District or the School staff may access the student's medical records maintained by Provider without the written approval of the parent/guardian of the student (as applicable). The confidentiality protections of the Privacy Laws supersede any obligation of Provider otherwise set forth in this Agreement to provide access to or disclose to District patient protected health information to the extent inconsistent with the Privacy Laws.

(d) All records and reports or other materials generated by the Provider or Provider Personnel or brought to the Provider Space in connection with services are and shall remain the property of the Provider and will be brought the day of the appointment and will be removed by the Provider on that same day after the appointment. The Provider agrees to maintain the original medical records according to the Provider's policies and procedures, as required by applicable laws and regulations.

(e) If by mutual agreement of the parties the District has furnished the Provider Space with locked cabinets for the storage by Provider of student medical records and/or other clinic supplies, the parties agree that Provider's access to such storage shall be exclusive.

7. **Termination**

(a) Either party may terminate this Agreement without cause by providing no less than thirty (30) days prior written notice.

(b) The District or the Provider may terminate this Agreement by written notice immediately upon any of the following events:

(i) Upon either party's general assignment for the benefit of creditors, petition for relief in bankruptcy or under similar laws for the protection of debtors, or initiation of such proceedings against District or the Provider, if the same are not dismissed in forty-five (45) days of service.

(ii) Upon a breach of any Privacy Laws or the confidentiality provision of this Agreement by either party.

(c) Upon any termination of this Agreement, neither party shall have further rights against, or obligations to, the other party, except with respect to any rights or obligations accruing prior to the date and time of termination and any obligations, promises, or agreements which expressly extend beyond the termination. This provision does not limit any future damages claimed by a party relating to obligations accruing prior to the date of termination of this Agreement.

8. **Insurance and Indemnification**

(a) The Provider will maintain professional liability insurance coverage for itself and the Provider Personnel performing the services with an insurance company rated A- or better and issued upon such forms and containing such terms and limitations reasonably acceptable in this industry. The District shall be a third party beneficiary of such liability policy. As a minimum, such insurance shall provide coverage in the amount of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) in the aggregate.

(b) Both parties shall fully, completely and unconditionally indemnify, defend, and hold harmless the other party, and such other party's directors, officers, employees, agents and affiliates, from and against any and all third-party claims, demands, causes of actions, liabilities, costs and expenses, losses, damages (including without limitation judgment and settlement costs, court costs and attorney's fees), fines, or penalties arising out of or relating to, or alleged to arise out of or relate to: (i) noncompliance with applicable laws, including the Privacy laws by the indemnifying party; (ii) a material breach of this Agreement; or (iii) the gross negligence or willful misconduct of the indemnifying party or any person acting on behalf of the indemnifying party.

(c) Notwithstanding anything to the contrary contained herein, to the maximum extent permitted by law, in no event will either party be responsible for any incidental, consequential, indirect, special, punitive or exemplary damages of any kind, including damages for lost goodwill, lost profits, lost business or other indirect economic damages, whether such claim is based on contract, negligence, tort (including strict liability) or other legal theory, as a result of a breach of any warranty or any other term of this Agreement, and regardless of whether a party was advised or had reason to know of the possibility of such damages in advance.

9. **Miscellaneous Provisions**

(a) Debarment, Suspension or Ineligibility for Award. By signing this Agreement, each of the parties hereto certifies that:

(i) Such party is not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(ii) Such party has not, within a three-year period preceding the Effective Date, been convicted of or had a civil judgment rendered against it for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property.

(b) No Joint Venture or Partnership. Nothing in this Agreement creates, or shall be interpreted to create, a relationship of agent, employee, partnership or joint venture, or association between the parties. The Provider Personnel shall not be deemed employees of the District, and no District personnel shall be deemed employees of the Provider.

(c) Confidentiality. The parties acknowledge and agree that this Agreement is confidential. Neither party shall disclose this Agreement or any terms hereof to any third parties, except as may be necessary to obtain advice and counseling from one's attorneys, accountants, or financial advisors, or as may otherwise be required through the legal process. In addition, each party (the "**Receiving Party**") agrees not to disclose any information, which the other party (the "**Disclosing Party**") identifies in writing and in advance as confidential, to a third party. The confidentiality obligations of this Section shall not apply to information that (a) is already in the possession of the Receiving Party without obligation of confidentiality; (b) was already in the public domain or was disclosed into the public domain during the term of this Agreement through no fault of the Receiving Party; (c) becomes known to the Receiving Party from a third party source through no fault of the Receiving Party; or (d) is disclosed pursuant to an order or requirement of a court, administrative agency, government body or as otherwise required by law.

(d) Force Majeure. Neither party shall be liable nor deemed to be in default for any delay or failure in performance under the Agreement or other interruption of service or employment resulting, directly or indirectly, from Acts of God, civil or military authority, acts of the public enemy, terrorism, bomb threats, epidemic, power outage, acts of war, computer virus, accidents, fires, explosions, earthquakes, floods, failure of transportation, machinery, or supplies, vandalism, strikes or other work interruptions by the employees of any party, or any other cause beyond the reasonable control of the party affected thereby. However, each party shall utilize its best good faith efforts to perform under this Agreement in the event of any such occurrence or circumstance.

(e) Waiver of Provisions. Any waiver of any of the terms and conditions hereof must be in writing, and signed by each of the parties hereto. A waiver of any term or condition of this Agreement in any single instance shall not be construed, unless expressly so provided in such waiver, as a waiver of such term or condition in any other circumstance nor as a waiver of any other term or and condition hereof.

(f) Notice. Any notice required or desired to be given in respect to this Agreement shall be deemed to be given upon the earlier of: (a) actual delivery to intended recipient or its agent; or (b) upon the third business day following deposit in the U.S. mail, postage pre-paid, certified or registered mail, return receipt requested. Any such notice shall be delivered to the respective addresses set out below, or to such other addresses, as a party shall specify in the manner required by this Section.

District:

Motivated Youth Academy

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

Provider:

Southern Indian Health Council
Attn: Chief Executive Officer
4058 Willows Rd
Alpine, CA 91901

(g) Entire Agreement; Counterparts; Amendments. This Agreement, including the attached Exhibits, contains the entire Agreement of the parties hereto and supersedes all prior agreements, contracts, and understandings, whether written or otherwise between the parties relating to the subject matter hereof. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. This Agreement may be modified or amended only by a written instrument executed by both parties hereto.

(h) Binding Effect; Assignment. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and permitted assigns. Neither party may assign any of its rights or obligations hereunder, without the prior written consent of the other party hereto.

(i) Third Party Beneficiaries. This Agreement is entered into for the sole benefit of the District and the Provider. Nothing contained herein or in the parties' course of dealings shall be construed as conferring any third party beneficiary status on any person or entity not a party to this Agreement.

(j) Severability. In the event a court of competent jurisdiction finds any provision of this Agreement to be invalid or otherwise unenforceable, such invalidity shall not affect the remainder of the Agreement. The invalid portion shall be deemed severed therefrom, and the remainder of this Agreement shall remain enforceable in accordance with its terms and of full force and effect provided the fundamental rights and obligations remain reasonably unaffected.

(k) Authority. Each of the undersigned parties represents and warrants that all necessary authorizations have been obtained and this Agreement and each person executing this Agreement on behalf of the undersigned parties represents and warrants that he or she has the power and authority to enter into this Agreement and to bind the parties hereto.

(l) Governing Law; No Waiver of Sovereign Immunity. This Agreement shall be construed consistent with the laws of the State of California. It is understood among the parties that by entering and accepting performance of the terms of this Agreement, the Provider and its member Tribal Governments do not waive any sovereign immunity which the Provider and its member Tribal Governments may enjoy.

(m) Attorney's Fees. In any dispute between the parties arising out of the obligations of this Agreement, the party substantially prevailing shall be entitled to recover from the other party reasonable attorney's fees, costs, and expenses; court costs; and other costs of action.

(n) General Interpretation; Captions and Headings. The parties have negotiated the terms of this Agreement and the language used in this Agreement shall be deemed to be the language chosen by the parties to express their mutual intent. The Agreement shall be construed without regard to any presumption or rule requiring construction against the party drafting the Agreement, or any part of it, or in favor of the party receiving a benefit under the Agreement. The captions

and/or headings provided for in this Agreement are done so for convenience only and should not otherwise be afforded any weight or meaning as to this Agreement.

IN WITNESS WHEREOF, the District and the Provider have duly executed this Agreement to be effective on the date first stated above.

SOUTHERN INDIAN HEALTH COUNCIL, MOTIVATED YOUTH ACADEMY
INC.

By: _____

By: _____

Laura I. Caswell
Chief Executive Officer

Bill Dobson
Interim Director

Exhibit A
Schools

Exhibit A

Memorandum of Understanding

119990-00000005/7225467.4

Coversheet

Approval of the Comprehensive School Safety Plan (CSSP) (Revised)

Section: XI. Personnel Services
Item: A. Approval of the Comprehensive School Safety Plan (CSSP) (Revised)
Purpose: Vote
Submitted by: Gigi Lenz

Related Material:

Comprehensive School Safety Plan - Redlined - 2026.01.29.pdf

Comprehensive School Safety Plan - For Board Approval - 2026.01.29.pdf

BACKGROUND:

Approval is requested for the revised Comprehensive School Safety Plan (CSSP), which incorporates required updates effective January 1, 2026, and adds a new Immigration Enforcement: Notification, Access, and Response Procedures section. The revised plan aligns with applicable provisions of the California Education Code and recent statutory requirements, and reflects MYA's nonclassroom-based instructional model, including protocols applicable during in-person events, testing sessions, and school-sponsored activities. The Immigration Enforcement section clarifies staff responsibilities related to access, documentation review, parent/guardian notification, confidentiality protections, and annual training, consistent with California law. The CSSP has been reviewed for completeness and compliance and, upon Board approval, will be implemented and maintained in accordance with statutory review and adoption timelines.

RECOMMENDATION:

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



COMPREHENSIVE SCHOOL SAFETY PLAN

~~February 13, 2025~~

500 La Terraza Blvd, Suite 150

Escondido, CA 92025

Main Office Line: (619) 343-2048

<https://myacademy.org/>

ADMINISTRATION

Bill Dobson

Interim Director/Chief Executive Officer

BOARD OF DIRECTORS

William Hall, Board President

Michael Humphrey, Board Vice President

Steve Fraire, Board Clerk

Peter Matz, Board Member

Larry Alvarado, Board Member



EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN

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

The CSSP contains the following elements:

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



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SECTION 1: SCHOOL SAFETY ASSESSMENT

Comprehensive School Safety Plan Purpose

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

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

Suspension and Expulsion Rates

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

Immigration Enforcement: Notification, Access, and Response Procedures

California law provides protections for students and families in situations involving actual or perceived immigration enforcement activities. Although Motivated Youth Academy (MYA) does not operate a traditional school site, these requirements apply during any in-person event, testing session, or activity where MYA personnel and students are present.



When applicable, MYA personnel shall not grant immigration enforcement officers access to students, student records, or areas where MYA personnel and students are gathered unless the officer presents a valid judicial warrant signed by a federal judge or magistrate. Administrative warrants are not sufficient for granting access. If immigration enforcement officers appear at a MYA in-person activity, personnel will immediately notify the School Director, request identification and the stated purpose of the visit, and decline entry where possible until documentation has been reviewed by MYA administration.

The Director or designee will examine any warrant or request to determine whether it meets legal requirements and will communicate directly with the enforcement officer regarding MYA's response. All encounters will be documented in accordance with MYA procedures.

MYA will notify parents, guardians, and educational partners as soon as reasonably possible, unless prohibited by law, and will provide communication in the primary language listed in the student's records. Notifications will describe the nature of the enforcement activity, whether students or staff were contacted, and any relevant rights or resources available to families and educational partners. Student information will remain protected under FERPA and California law, and MYA will not release educational records or personally identifiable information unless compelled by a valid court order that has been reviewed and verified by the Director or designee.

All personnel will receive annual training on these procedures, including recognizing valid warrants, responding to actual or perceived immigration enforcement activity, meeting notification requirements, and maintaining confidentiality. For in-person events or testing sessions, participating personnel will review these procedures in advance and be prepared to contact administration if an immigration enforcement officer appears. When appropriate, MYA will also inform hosting facilities that the school follows California's student and family immigration-enforcement protections.



Crime Statistics

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

Discipline Statistics

Causes for student discipline on behalf of MYA are primarily the result of plagiarism, virtual meeting conduct, and occasionally, cyber-bullying. The student handbook outlines the guidelines for these infractions as well as the consequences.

Procedures and Protocols to Assess and Respond

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

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

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



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

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



SECTION 2: EMPLOYEE CRIMINAL CHECK

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

Candidates will also be screened for misconduct using the Commission on Teacher Credentialing (CTC) database.

SECTION 3: CHILD ABUSE REPORTING

Definitions

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



2. "Mandated Reporters" are defined in Penal Code Section 11165.7 and include virtually all school employees, including ~~learning facilitatorsteachers~~, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, instructional aides, and all classified employees.

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

Duty to Report

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

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

Employees reporting child abuse or neglect to a child protective agency are encouraged, but not required, to notify the Executive Director or designee as soon as



possible after the initial verbal report by telephone. When so notified, the Executive Director shall inform the Chief Executive Officer or designee. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the Executive Director may assist in the completion but not filing of these forms.

Legal Responsibility and Liability

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

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

While these internal procedures to apprise supervisors of reports may exist, they cannot impede or substitute for the mandatory reporting to outside agencies.

Contact Information

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

Imperial County

[Imperial County Department of Social Services](#)

Motivated Youth Academy

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Adopted: June 24, 2021

~~Revised: February 9, 2023~~

~~Revised: February 8, 2024~~

Revised: month, day, year ~~February 12, 2023, 2025~~

Orange County

[County of Orange Social Services Agency](#)

[Orange County Sheriffs Office](#)

Riverside County

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

[Riverside County Sheriffs Department](#)

San Diego County

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

Child Abuse Training Requirement

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

SECTION 4: DISASTER PROCEDURES

MYA is a Non-Classroom Based Charter School. The school uses a flex-based, Personalized Learning approach built around an Enriched Virtual Model of Blended



Learning. Students meet with MYA staff one-on-one or in small groups at mutually agreed upon ~~public~~ ~~public~~ locations such as public libraries, community centers, tribal halls, and similar locations.

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

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

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

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

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

Site Specific Safety Plan

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



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

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

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

Incident/School Commander

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

Responsibilities:

Motivated Youth Academy

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Revised: February 9, 2023

Revised: February 8, 2024

Revised: month, day, year February 12, 2026, 2025

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

Operations Section

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

Responsibilities:

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



12. Coordinate mental health response activities

Planning/Intelligence Section

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

Responsibilities:

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

Logistics Section

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

Responsibilities:

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

Finance and Administration Section

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



phase.

Responsibilities:

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

Each School Site Safety Plan must include the following:

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

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

Preparedness

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

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



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

Disaster Service Workers

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

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

Emergency Response Roles and Actions

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

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



Response

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

School Responsibilities

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

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

The Executive Director will:

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



The Administrative Assistant will:

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

The **Learning Facilitator**~~Teacher~~ will:

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

Procedure:

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



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

Trusted Adult Responsibilities

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

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

Earthquakes

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

SECTION 5: SUSPENSION/EXPULSION

The school reserves the right to suspend or expel students pursuant to the school's



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

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

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

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

Grounds for Suspension or Expulsion

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

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



SECTION 6: PROCEDURES TO NOTIFY LEARNING FACILITATOR~~TEACHERS~~ OF DANGEROUS PUPILS

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

Notification of Suspension History

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

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



Notification of Current Suspensions

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

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

Transfers/Mandatory Alternative Placement

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

Student Convictions

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



SECTION 7: DISCRIMINATION AND HARASSMENT

Unlawful Harassment Policy

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

What is Harassment?

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

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



email.

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

Responsibility

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

Reporting

MYA encourages reporting of all actual or perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. However, MYA cannot resolve a harassment claim that has not been reported. Employees are responsible for reporting claims to the school, and the school in turn will take any and all necessary steps to address the employee's concerns. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, and/or the school administration. In addition, MYA encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. MYA recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every



effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties.

Investigation/Complaint Procedure

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

Informal Procedure

If for any reason an individual does not wish to address their offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the Office Manager who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the school's designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware; however, that MYA may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement, or believe they have witnessed such conduct, should discuss their concerns with their supervisor, school administrator or the Director of Human Resources. MYA encourages the prompt reporting of complaints or concerns so



that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality and discretion will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay, or termination as MYA believes appropriate under the circumstances. If a party to a complaint does not agree with the school's resolution, that party may appeal to the MYA Executive Director or Director of Human Resources. False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints which, even if erroneous are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in the investigation into a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. MYA will make every reasonable effort



to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies may speak with their supervisor, the Executive Director, or the Director of Human Resources. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of MYA prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges, and prerequisites of employment. The prohibitions against harassment, discrimination, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

Cyber-Bullying

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

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

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



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

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

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

Steps for Students to Follow

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

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



4. If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the learning facilitator~~Teacher of Record~~, notify the Director (or the director's designee) and complete the incident report form in the schools information system.~~and send the Guidance Counselor the documentation.~~
5. If the abusive communication is from a staff member, report the situation to the Executive Director.
6. If the abusive communication is from a school administrator, report the situation to the learning facilitator~~Teacher of Record~~ who will report it to the Chief Executive Officer.

Administrative Action Plan

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

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

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



facilitator~~Teacher of record~~:

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

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

Disciplinary Action

Students engaging in harassment or cyber-bullying:

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

Staff Member Responsibilities Regarding Harassment or Cyber-Bullying:

- Staff members collect and review documentation and discuss the incident(s) with the student.
- Staff members record the documentation in the student's electronic file.
- ~~Learning Facilitator~~ ~~Teacher of Record~~ arranges a conference with the student's trusted adult to discuss the matter.
- ~~Learning Facilitator~~ ~~Teacher of Record~~ informs student of MYA's MTSS/PBIS plan



that may lead to suspension or expulsion Executive Director initiates administrative expulsions as described above.

Hate Crime Reporting Procedures

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

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

Reporting procedures:

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

SECTION 8: SCHOOLWIDE DRESS CODE

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



or be prohibited from participating in a school-sponsored activity.

Examples of Inappropriate Dress

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

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

SECTION 9: SAFE INGRESS AND EGRESS

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

SECTION 10: SAFE AND ORDERLY ENVIRONMENT

It is the priority of MYA to provide students, families, and staff a safe environment free



from harm, so they can pursue and support the education goals of the students.

Nondiscrimination and Fair Treatment of Pupils

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

Hazard Assessments

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



APPENDIX A: SUICIDE PREVENTION

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

Do's

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

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

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

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

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

Don'ts

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

Don't act shocked or be sworn to secrecy.

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



already feel rejected and unnoticed, and you should not add to the burden.

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

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



APPENDIX B: EDUCATIONAL ACTIVITY PERMISSION SLIP AND WAIVER

For use by a trusted adult of a student participating in a group or **educational rights holder** ~~parent~~ guided educational activity.

Group Activity: _____
 Activity Location: _____
 Activity Date: _____ Leave By: _____ Return By: _____

Learning Facilitator ~~Teacher~~ /Supervising Charter Employee Name _____

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

Student # _____ Student Name _____ Grade _____ Cost _____
 Student # _____ Student Name _____ Grade _____ Cost _____
Educational Rights Holder ~~Parent-Guardian~~ Name _____
 Address _____ City _____ Zip _____
 Home # _____ Cell # _____ Work # _____
 Email _____

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

1. In the event of an accident or emergency, when ~~a~~ **an Educational Rights Holder** ~~parent/guardian~~ is unavailable, I hereby authorize a representative of the school to make such arrangements as they consider necessary for my child to receive medical/hospital care, including necessary transportation.

Under such circumstances, I further authorize the physician named below to undertake such care and treatment of my child as they consider necessary. In the event that said physician is not available at any time, I authorize such care and treatment to be performed by a licensed physician or surgeon. **THE UNDERSIGNED EDUCATIONAL**



RIGHTS HOLDER PARENT/GUARDIAN FULLY UNDERSTANDS HE/SHE IS RESPONSIBLE TO PAY ALL COSTS INCURRED AS A RESULT OF THE FOREGOING.

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

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

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

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

I/We, _____ intend to participate in the above-described educational activity. I acknowledge that my participation in this activity is not required by "The Charter School", or any Learning Facilitator/teacher or employee of "The Charter School and is voluntary. I understand that in determining that participation in this Activity has educational value, "The Charter School" has not investigated or approved its safety, the qualifications or financial responsibility of any person or firm involved in the Activity, or the facilities or equipment to be used. In addition, the charter school has not provided or approved transportation to or from this Activity. All participants are expected to secure their own transportation to and from the Activity. In consideration for being permitted to participate in this Activity I may be entitled to education credit. I hereby waive, release and discharge "The Charter School" from any and all claims for damages or personal injury, death, or property damage which I may have, or which may hereafter occur as a result of my participation in the Activity. It is understood that the Activity may involve an element of risk and danger of accidents and knowing those risks, I hereby assume those risks. It is further agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns.

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

My signature below authorizes my student to participate in this group education activity.



By signing below I represent that I have the authority to sign this form on behalf of any minor(s) listed above.

Trusted Adult Name (PRINTED) _____

Trusted Adult Signature _____

Relationship to Minor _____ Date: _____

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

Yes _____ **No** _____

Return Form By: _____

OFFICE USE: Number of students attending # _____

Number of other family members attending # _____

Amount Enclosed \$ _____ (CHECK ONLY)



APPENDIX C: SUSPECTED CHILD ABUSE REPORT, FORM SS8572



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

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

[Print Form](#) [Clear Form](#)

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

CASE NAME: _____

CASE NUMBER: _____

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

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





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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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



APPENDIX D: HAZARDS ASSESSMENT CHECKLIST

HAZARD ASSESSMENT CHECKLIST

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

GENERAL WORK ENVIRONMENT

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



- Are all work areas adequately illuminated?
- Are pits and floor openings covered or otherwise guarded?

WALKWAYS

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

FLOOR AND WALL STAIRWAYS

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



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

STAIRS & STAIRWAYS

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



any direction?

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

EXITING OR EGRESS

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



elsewhere?

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

EXIT DOORS

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

ENVIRONMENTAL CONTROLS

- Are all work areas properly illuminated?
- Are employees instructed in proper first aid and other emergency procedures?



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



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

FLAMMABLE & COMBUSTIBLE MATERIALS

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



flammable and combustible liquids?

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



containing flammable liquids, and within 10 feet of any inside storage area for such materials?

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



FIRE PROTECTION

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



protection procedures?

EMERGENCY ACTION PLAN

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

INFECTION CONTROL

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



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

ERGONOMICS

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



thighs)?

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



APPENDIX E: SCHOOL OFFICE EVACUATION MAP

Regus floor plan with emergency exits

SECURITY AND FIRE INSTRUCTIONS

1 ST FLOOR	500 La Terraza Blvd, Suite 150 Escondido, CA 92025
	<p>IN CASE OF FIRE</p> <ul style="list-style-type: none"> NOTIFY Authorities: 911 EXTINGUISH FIRE (if safe) EVACUATE BUILDING (using stairs) DO NOT USE LIFTS MEET AT ASSEMBLY POINT: Back Parkin <p>INDEX</p> <ul style="list-style-type: none"> Fire exit Exit upstairs Exit downstairs Exit right Exit left You are here Extinguisher Hose Alarm First Aid

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



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Revised: February 9, 2023

Revised: February 8, 2024

Revised: month, day, year February 12, 2026, 2025

APPENDIX F: EARTHQUAKE DROP PROCEDURES

BE PREPARED FOR AN EARTHQUAKE

Earthquakes can collapse buildings and cause heavy items to fall, resulting in injuries and property damage.

FEMA
FEMA V-1003/May 2018

Earthquakes are the sudden, rapid shaking of the earth, caused by the breaking and shifting of underground rock.

- Can happen anywhere. Higher risk areas are California, Alaska, and the Mississippi Valley
- Give no warning
- Cause fires and damage roads
- Cause tsunamis, landslides, and avalanches

IF AN EARTHQUAKE HAPPENS, PROTECT YOURSELF RIGHT AWAY

DROP **COVER** **HOLD ON**

- If in a vehicle, pull over and stop.
- If in bed, stay there.
- If outdoors, stay outdoors.
- Do not get in a doorway.
- Do not run outside.



HOW TO STAY SAFE WHEN AN EARTHQUAKE THREATENS



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

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

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

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

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

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



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

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

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

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

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

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



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

Check yourself for injury.

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

Do not enter damaged buildings.

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

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

Save phone calls for emergencies.

Wear sturdy shoes and work gloves.



Take an Active Role in Your Safety

Go to [Ready.gov](https://www.ready.gov) and search for **earthquake**. Download the **FEMA app** to get more information about preparing for an **earthquake**.



APPENDIX G: Bomb Threat

Department of Homeland Security

<https://www.cisa.gov/resources-tools/resources/what-do-bomb-threat-video>
<https://www.cisa.gov/what-to-do-bomb-threat>

Bomb Threat Guidance

https://www.cisa.gov/sites/default/files/2025-08/Bomb_Threat_Guidance_Quad_Fold_082025_508.pdf
<https://www.cisa.gov/sites/default/files/publications/dhs-doj-bomb-threat-guidance-brochure-201-6-508.pdf>

Bomb Threat Checklist

https://www.cisa.gov/sites/default/files/2025-08/Bomb_Threat_Guide_082025_508.pdf
<https://www.cisa.gov/what-to-do-bomb-threat>

4893-0443-5773, v. 1





COMPREHENSIVE SCHOOL SAFETY PLAN

500 La Terraza Blvd, Suite 150

Escondido, CA 92025

Main Office Line: (619) 343-2048

<https://myacademy.org/>

ADMINISTRATION

Bill Dobson

Interim Director/Chief Executive Officer

BOARD OF DIRECTORS

William Hall, Board President

Michael Humphrey, Board Vice President

Steve Fraire, Board Clerk

Peter Matz, Board Member

Larry Alvarado, Board Member

EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN

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

The CSSP contains the following elements:

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

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SECTION 1: SCHOOL SAFETY ASSESSMENT

Comprehensive School Safety Plan Purpose

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

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

Suspension and Expulsion Rates

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

Immigration Enforcement: Notification, Access, and Response Procedures

California law provides protections for students and families in situations involving actual or perceived immigration enforcement activities. Although Motivated Youth Academy (MYA) does not operate a traditional school site, these requirements apply during any in-person event, testing session, or activity where MYA personnel and students are present.

When applicable, MYA personnel shall not grant immigration enforcement officers access to students, student records, or areas where MYA personnel and students are gathered unless the officer presents a valid judicial warrant signed by a federal judge or magistrate. Administrative warrants are not sufficient for granting access. If immigration enforcement officers appear at a MYA in-person activity, personnel will immediately notify the School Director, request identification and the stated purpose of the visit, and decline entry where possible until documentation has been reviewed by MYA administration.

The Director or designee will examine any warrant or request to determine whether it meets legal requirements and will communicate directly with the enforcement officer regarding MYA's response. All encounters will be documented in accordance with MYA procedures.

MYA will notify parents, guardians, and educational partners as soon as reasonably possible, unless prohibited by law, and will provide communication in the primary language listed in the student's records. Notifications will describe the nature of the enforcement activity, whether students or staff were contacted, and any relevant rights or resources available to families and educational partners. Student information will remain protected under FERPA and California law, and MYA will not release educational records or personally identifiable information unless compelled by a valid court order that has been reviewed and verified by the Director or designee.

All personnel will receive annual training on these procedures, including recognizing valid warrants, responding to actual or perceived immigration enforcement activity, meeting notification requirements, and maintaining confidentiality. For in-person events or testing sessions, participating personnel will review these procedures in advance and be prepared to contact administration if an immigration enforcement officer appears. When appropriate, MYA will also inform hosting facilities that the school follows California's student and family immigration-enforcement protections.

Crime Statistics

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

Discipline Statistics

Causes for student discipline on behalf of MYA are primarily the result of plagiarism, virtual meeting conduct, and occasionally, cyber-bullying. The student handbook outlines the guidelines for these infractions as well as the consequences.

Procedures and Protocols to Assess and Respond

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

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

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

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

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

	<ul style="list-style-type: none"> ● Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ○ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	
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SECTION 2: EMPLOYEE CRIMINAL CHECK

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

SECTION 3: CHILD ABUSE REPORTING

Definitions

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

or her person or health is endangered.

- e) Unlawful corporal punishment or injury resulting in a traumatic condition.
 - f) Neglect of a child or abuse in out-of-home care.
2. "Mandated Reporters" are defined in Penal Code Section 11165.7 and include virtually all school employees, including learning facilitators, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, instructional aides, and all classified employees.
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

Duty to Report

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

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

Employees reporting child abuse or neglect to a child protective agency are encouraged, but not required, to notify the Executive Director or designee as soon as possible after the initial verbal report by telephone. When so notified, the Executive Director shall inform the Chief Executive Officer or designee. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the Executive Director may assist in the completion but not filing of these forms.

Legal Responsibility and Liability

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

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

While these internal procedures to apprise supervisors of reports may exist, they cannot impede or substitute for the mandatory reporting to outside agencies.

Contact Information

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

Imperial County

[Imperial County Department of Social Services](#)

Orange County

[County of Orange Social Services Agency](#)

[Orange County Sheriffs Office](#)

Riverside County

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

[Riverside County Sheriffs Department](#)

San Diego County

1. San Diego County Department of Children and Family Services (DCFS)

(858) 616-5990 (24 hours per day-7 days per week)

https://www.sandiegocounty.gov/content/sdc/hhsa/facilities/north_central/north_central_region_administration_balboa.html

2. San Diego County Sheriff's Department

9621 Ridgehaven Court, San Diego, CA 92123

Non-Emergency (858) 974-2110

<https://www.sdsheriff.gov/i-want-to/contact-us>

Child Abuse Training Requirement

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

SECTION 4: DISASTER PROCEDURES

MYA is a Non-Classroom Based Charter School. The school uses a flex-based, Personalized Learning approach built around an Enriched Virtual Model of Blended Learning. Students meet with MYA staff one-on-one or in small groups at mutually

agreed upon public locations such as public libraries, community centers, tribal halls, and similar locations.

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

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

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

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

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

Site Specific Safety Plan

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

students with the instruction and practice they need in order to respond appropriately during emergencies and disasters.

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

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

Incident/School Commander

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

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate School Disaster Plan and Incident Command System.

3. Establish an Incident Command Post.
4. Develop and communicate a plan of action.
5. Provide school with site specific status report.
6. Authorize any release of public information.
7. Release learning facilitators as appropriate.
8. Declare end of emergency-initiate recovery if appropriate.
9. Remain in charge of the campus until redirected/released by superintendent of schools, or relieved by fire or law enforcement incident commander.

Operations Section

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

Responsibilities:

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

Planning/Intelligence Section

The Planning and Intelligence Section is responsible for collecting, evaluating, and

disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the future.

Responsibilities:

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

Logistics Section

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

Responsibilities:

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

Finance and Administration Section

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

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with

description of activities performed)

3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items
5. Document all activities.

Each School Site Safety Plan must include the following:

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

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

Preparedness

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

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

Disaster Service Workers

The School will comply with Section 3100 of the California Government Code, which

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

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

Emergency Response Roles and Actions

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

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

Response

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

School Responsibilities

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

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

The Executive Director will:

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

The Administrative Assistant will:

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

The Learning Facilitator will:

1. Become familiar with the School Safety Plan.

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

Procedure:

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

It is the responsibility of the learning facilitator to keep students calm and follow the instructions as given on site. As soon as possible, learning facilitators should contact the Executive Director to notify him/her of the situation. The Executive Director will remain in contact with the learning facilitator, relaying information to the educational rights holders as needed. Learning facilitators will remain on site until all students have been released to the educational rights holder listed on the permission slip or in the Student Information System.

Trusted Adult Responsibilities

The trusted adults of students identified in the schools Student Information System will be provided with a Student Permission Slip for each field trip. In case of a declared

emergency, students will be released only to persons designated on this slip. Trusted adults are responsible for ensuring that information on the form is current at all times.

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

Earthquakes

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

SECTION 5: SUSPENSION/EXPULSION

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

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

- expectations for civil and courteous student behavior.

- a process for investigating violations or alleged violations of same.
- any lawful penalties or interventions to be imposed as a result.

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

Grounds for Suspension or Expulsion

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

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

SECTION 6: PROCEDURES TO NOTIFY LEARNING FACILITATORS OF DANGEROUS PUPILS

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

Notification of Suspension History

Each September and February, learning facilitators will be provided with a list via email

of their enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying learning facilitators of the suspension history:

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

Notification of Current Suspensions

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

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

Transfers/Mandatory Alternative Placement

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

Student Convictions

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

SECTION 7: DISCRIMINATION AND HARASSMENT

Unlawful Harassment Policy

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

What is Harassment?

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

1. Offensive remarks, comments, jokes, or slurs pertaining to an individual's race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran

status, or any other protected status defined by law.

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

Responsibility

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

Reporting

MYA encourages reporting of all actual or perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. However, MYA cannot resolve a harassment claim that has not been reported. Employees are responsible for reporting claims to the school, and the school in turn will take any and all necessary steps to address the employee's concerns. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, and/or the school administration. In addition, MYA encourages

individuals who believe they are being subjected to such conduct promptly to advise the offender that their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. MYA recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential as possible, although it is understood that an investigation will normally require the involvement of third parties.

Investigation/Complaint Procedure

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

Informal Procedure

If for any reason an individual does not wish to address their offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the Office Manager who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the school's designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware; however, that MYA may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement, or believe they have witnessed such conduct, should

discuss their concerns with their supervisor, school administrator or the Director of Human Resources. MYA encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality and discretion will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay, or termination as MYA believes appropriate under the circumstances. If a party to a complaint does not agree with the school's resolution, that party may appeal to the MYA Executive Director or Director of Human Resources. False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints which, even if erroneous are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in the investigation into a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. MYA will make every reasonable effort

to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies may speak with their supervisor, the Executive Director, or the Director of Human Resources. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of MYA prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges, and prerequisites of employment. The prohibitions against harassment, discrimination, and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

Cyber-Bullying

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

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

Harassment and cyber-bullying of or by students or learning facilitators will not be tolerated in any environment. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or

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

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

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

Steps for Students to Follow

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

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

the incident report form in the schools information system.

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

Administrative Action Plan

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

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

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

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

of the actions taken will be appended to the student's electronic file.

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

Disciplinary Action

Students engaging in harassment or cyber-bullying:

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

Staff Member Responsibilities Regarding Harassment or Cyber-Bullying:

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

Hate Crime Reporting Procedures

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

Hate crimes can take many forms. Incidents may involve physical assault, damage to

property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Reporting procedures:

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

SECTION 8: SCHOOLWIDE DRESS CODE

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

Examples of Inappropriate Dress

- Clothing, jewelry, book covers, backpacks or binders that contain sexual connotations, mentions tobacco, alcohol, drugs, profanity, obscenity, weapons, violence, or gangs
- Clothing that is revealing, strapless, see-through, low-cut, or exposes the midriff
- Clothing that is not the appropriate length to meet the tips of the fingers when arms are down at the side with fingers extended
- Pants and shorts must fit at the waist without sagging to reveal undergarments

- Shoes must be worn at all times
- Clothing which may be intimidating to others such as metal studs, spikes, gang affiliation/attire, or puts the wearer in danger

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

SECTION 9: SAFE INGRESS AND EGRESS

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

SECTION 10: SAFE AND ORDERLY ENVIRONMENT

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

Nondiscrimination and Fair Treatment of Pupils

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

Hazard Assessments

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

APPENDIX A: SUICIDE PREVENTION

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

Do's

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

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

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

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

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

Don'ts

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

Don't act shocked or be sworn to secrecy.

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

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

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

APPENDIX B: EDUCATIONAL ACTIVITY PERMISSION SLIP AND WAIVER

For use by a trusted adult of a student participating in a group or educational rights holder guided educational activity.

Group Activity: _____

Activity Location: _____

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

Learning Facilitator/Supervising Charter Employee Name _____

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

Student # _____ Student Name _____ Grade _____ Cost _____

Student # _____ Student Name _____ Grade _____ Cost _____

Educational Rights Holder Name _____

Address _____ City _____ Zip _____

Home # _____ Cell # _____ Work # _____

Email _____

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

1. ___ In the event of an accident or emergency, when an Educational Rights Holder is unavailable, I hereby authorize a representative of the school to make such arrangements as they consider necessary for my child to receive medical/hospital care, including necessary transportation.

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

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

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

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

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

I/We, _____ intend to participate in the above-described educational activity. I acknowledge that my participation in this activity is not required by "The Charter School", or any Learning Facilitator or employee of "The Charter School and is voluntary. I understand that in determining that participation in this Activity has educational value, "The Charter School" has not investigated or approved its safety, the qualifications or financial responsibility of any person or firm involved in the Activity, or the facilities or equipment to be used. In addition, the charter school has not provided or approved transportation to or from this Activity. All participants are expected to secure their own transportation to and from the Activity. In consideration for being permitted to participate in this Activity I may be entitled to education credit. I hereby waive, release and discharge "The Charter School" from any and all claims for damages or personal injury, death, or property damage which I may have, or which may hereafter occur as a result of my participation in the Activity. It is understood that the Activity may involve an element of risk and danger of accidents and knowing those risks, I hereby assume those risks. It is further agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns.

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

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

Trusted Adult Name (PRINTED) _____

Trusted Adult Signature _____

Relationship to Minor _____ Date: _____

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

Yes _____ **No** _____

Return Form By: _____

OFFICE USE: Number of students attending # _____

Number of other family members attending # _____

Amount Enclosed \$ _____ (CHECK ONLY)

APPENDIX C: SUSPECTED CHILD ABUSE REPORT, FORM SS8572



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

DEPARTMENT OF JUSTICE
Page 1 of 2

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

[Print Form](#) [Clear Form](#)

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

CASE NAME: _____

CASE NUMBER: _____

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

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



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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (continued)

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

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

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

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

V. DISTRIBUTION

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

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

ETHNICITY CODES

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

APPENDIX D: HAZARDS ASSESSMENT CHECKLIST

HAZARD ASSESSMENT CHECKLIST

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

GENERAL WORK ENVIRONMENT

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

- Are pits and floor openings covered or otherwise guarded?

WALKWAYS

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

FLOOR AND WALL STAIRWAYS

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

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

STAIRS & STAIRWAYS

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

stepping into the path of traffic?

- Do stairway landings have a dimension measured in the direction of travel, at least equal to width of the stairway?
- Is the vertical distance between stairway landings limited to 12 feet or less?

EXITING OR EGRESS

- Are all exits marked with an exit sign and illuminated by a reliable light source?
- Are the directions to exits, when not immediately apparent, marked with visible signs?
- Are doors, passageways or stairways, that are neither exits nor access to exits and which could be mistaken for exits, appropriately marked "NOT AN EXIT", "TO BASEMENT", "STOREROOM", and the like?
- Are exit signs provided with the word "EXIT" in lettering at least 5 inches high and the stroke of the lettering at least 1/2 inch wide?
- Are exit doors side-hinged?
- Are all exits kept free of obstructions?
- Are at least two means of egress provided from elevated platforms, pits or rooms where the absence of a second exit would increase the risk of injury from hot, poisonous, corrosive, suffocating, flammable, or explosive substances?
- Are there sufficient exits to permit prompt escape in case of emergency?
- Are special precautions taken to protect employees during construction and repair operations?
- Is the number of exits from each floor of a building, and the number of exits from the building itself, appropriate for the building occupancy load?
- Are exit stairways which are required to be separated from other parts of a building enclosed by at least two hour fire-resistive construction in buildings more than four stories in height, and not less than one-hour fire resistive construction elsewhere?
- When ramps are used as part of required exiting from a building, is the ramp slope limited to 1- foot vertical and 12 feet horizontal?
- Where exiting will be through frameless glass doors, glass exit doors, storm

doors, and such are the doors fully tempered and meet the safety requirements for human impact?

EXIT DOORS

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

ENVIRONMENTAL CONTROLS

- Are all work areas properly illuminated?
- Are employees instructed in proper first aid and other emergency procedures?
- Are hazardous substances identified which may cause harm by inhalation, ingestion, skin absorption or contact?
- Are employees aware of the hazards involved with the various chemicals they may be exposed to in their work environment, such as ammonia, chlorine, epoxies, and caustics?

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

respirators where needed?

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

FLAMMABLE & COMBUSTIBLE MATERIALS

- Are combustible scrap, debris and waste materials (i.e. oily rags) stored in covered metal receptacles and removed from the worksite promptly?
- Is proper storage practiced to minimize the risk of fire including spontaneous combustion?
- Are approved containers and tanks used for the storage and handling of flammable and combustible liquids?
- Are all connections on drums and combustible liquid piping, vapor and liquid tight?
- Are all flammable liquids kept in closed containers when not in use (e.g. parts cleaning tanks, pans)?
- Are bulk drums of flammable liquids grounded and bonded to containers during dispensing?

- Do storage rooms for flammable and combustible liquids have explosion-proof lights?
- Do storage rooms for flammable and combustible liquids have mechanical or gravity ventilation?
- Is liquefied petroleum gas stored, handled, and used in accordance with safe practices and standards?
- Are liquefied petroleum storage tanks guarded to prevent damage from vehicles?
- Are all solvent wastes and flammable liquids kept in fire-resistant covered containers until they are removed from the worksite?
- Is vacuuming used whenever possible rather than blowing or sweeping combustible dust?
- Are fire separators placed between containers of combustibles or flammables, when stacked one upon another, to assure their support and stability?
- Are fuel gas cylinders and oxygen cylinders separated by distance, fire resistant barriers or other means while in storage?
- Are fire extinguishers selected and provided for the types of materials in areas where they are to be used?
- Class A: Ordinary combustible material fires.
- Class B: Flammable liquid, gas or grease fires.
- Class C: Energized-electrical equipment fires.
- If a Halon 1301 fire extinguisher is used, can employees evacuate within the specified time for that extinguisher?
- Are appropriate fire extinguishers mounted within 75 feet of outside areas containing flammable liquids, and within 10 feet of any inside storage area for such materials?
- Is the transfer/withdrawal of flammable or combustible liquids performed by trained personnel?
- Are fire extinguishers mounted so that employees do not have to travel more than 75 feet for a class "A" fire or 50 feet for a class "B" fire?
- Are employees trained in the use of fire extinguishers?
- Are extinguishers free from obstructions or blockage?

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

FIRE PROTECTION

- Do you have a fire prevention plan?
- Does your plan describe the type of fire protection equipment and/or systems?
- Have you established practices and procedures to control potential fire hazards and ignition sources?
- Are employees aware of the fire hazards of the material and processes to which they are exposed?
- Is your local fire department well acquainted with your facilities, location and

specific hazards?

- If you have a fire alarm system, is it tested at least annually?
- If you have a fire alarm system, is it certified as required?
- If you have interior standpipes and valves, are they inspected regularly?
- If you have outside private fire hydrants, are they flushed at least once a year and on a routine preventive maintenance schedule?
- Are fire doors and shutters in good operating condition?
- Are fire doors and shutters unobstructed and protected against obstructions, including their counterweights?
- Are fire door and shutter fusible links in place?
- Are automatic sprinkler system water control valves, air and water pressures checked weekly/periodically as required?
- Is maintenance of the automatic sprinkler system assigned to responsible persons or to a sprinkler contractor?
- Are sprinkler heads protected by metal guards, when exposed to physical damage?
- Is proper clearance maintained below sprinkler heads?
- Are portable fire extinguishers provided in adequate numbers and types?
- Are fire extinguishers mounted in readily accessible locations?
- Are fire extinguishers recharged regularly and noted on the inspection tag?
- Are employees periodically instructed in the use of extinguishers and fire protection procedures?

EMERGENCY ACTION PLAN

- Are you required to have an emergency action plan?
- Does the emergency action plan comply with requirements of T8CCR 3220(a)?
- Have emergency escape procedures and routes been developed and communicated to all employees?
- Do employees, who remain to operate critical plant operations before they evacuate, know the proper procedures?
- Is the employee alarm system that provides a warning for emergency action recognizable and perceptible above ambient conditions?

- Are alarm systems properly maintained and tested regularly?
- Is the emergency action plan reviewed and revised periodically?
- Do employees know their responsibilities:
 - For reporting emergencies?
 - For conducting rescue and medical duties?

INFECTION CONTROL

- Are employees potentially exposed to infectious agents in body fluids?
- Have occasions of potential occupational exposure been identified and documented?
- Has a training and information program been provided for employees exposed to or potentially exposed to blood and/or body fluids?
- Have infection control procedures been instituted where appropriate, such as ventilation, universal precautions, workplace practices, and personal protective equipment?
- Are employees aware of specific workplace practices to follow when appropriate? (Hand washing, handling sharp instruments, handling of laundry, disposal of contaminated materials, reusable equipment.)
- Is personal protective equipment provided to employees, and in all appropriate locations?
- Is the necessary equipment (i.e. mouthpieces, resuscitation bags, and other ventilation devices) provided for administering mouth-to-mouth resuscitation on potentially infected patients?
- Are facilities/equipment to comply with workplace practices available, such as hand-washing sinks, biohazard tags and labels, needle containers, detergents/disinfectants to clean up spills?
- Are all equipment and environmental and working surfaces cleaned and disinfected after contact with blood or potentially infectious materials?
- Is infectious waste placed in closable, leak proof containers, bags or puncture-resistant holders with proper labels?
- Has medical surveillance including HBV evaluation, antibody testing and

vaccination been made available to potentially exposed employees?

- Training on universal precautions?
- Training on personal protective equipment?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Training on needlestick exposure/management?
- Hepatitis B vaccinations?

ERGONOMICS

- Can the work be performed without eye strain or glare to the employees?
- Does the task require prolonged raising of the arms?
- Do the neck and shoulders have to be stooped to view the task?
- Are there pressure points on any parts of the body (wrists, forearms, back of thighs)?
- Can the work be done using the larger muscles of the body?
- Can the work be done without twisting or overly bending the lower back?
- Are there sufficient rest breaks, in addition to the regular rest breaks, to relieve stress from repetitive-motion tasks?
- Are tools, instruments and machinery shaped, positioned and handled so that tasks can be performed comfortably?
- Are all pieces of furniture adjusted, positioned and arranged to minimize strain on all parts of the body?

APPENDIX E: SCHOOL OFFICE EVACUATION MAP

Regus floor plan with emergency exits

SECURITY AND FIRE INSTRUCTIONS

1 ST FLOOR		500 La Terraza Blvd, Suite 150 Escondido, CA 92025
		<p>IN CASE OF FIRE</p> <ul style="list-style-type: none"> NOTIFY Authorities: 911 EXTINGUISH FIRE (if safe) EVACUATE BUILDING (using stairs) DO NOT USE LIFTS MEET AT ASSEMBLY POINT: Back Parkin
		<p>INDEX</p> <ul style="list-style-type: none"> Fire exit Exit upstairs Exit downstairs Exit right Exit left You are here Extinguisher Hose Alarm First Aid

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

HOW TO STAY SAFE WHEN AN EARTHQUAKE THREATENS



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

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

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

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

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

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



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

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

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

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

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

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



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

Check yourself for injury.

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

Do not enter damaged buildings.

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

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

Save phone calls for emergencies.

Wear sturdy shoes and work gloves.

Take an Active Role in Your Safety

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



APPENDIX G: Bomb Threat

Department of Homeland Security

<https://www.cisa.gov/resources-tools/resources/what-do-bomb-threat-video>

Bomb Threat Guidance

https://www.cisa.gov/sites/default/files/2025-08/Bomb_Threat_Guidance_Quad_Fold_082025_508.pdf

Bomb Threat Checklist

https://www.cisa.gov/sites/default/files/2025-08/Bomb_Threat_Guide_082025_508.pdf

Coversheet

Approval of New Policy

Section: XII. Policy Development
Item: A. Approval of New Policy
Purpose: Vote
Submitted by: Gigi Lenz
Related Material:
MYA 5100 Immigration Enforcement Activity Policy - For Board Adoption - 2026.02.04.pdf

BACKGROUND:

Approval is requested to adopt Policy 5100 – Immigration Enforcement Activity, which establishes clear procedures to protect student access to education, safeguard student records, and guide staff response to actual or perceived immigration enforcement activity, in accordance with applicable federal and California law. The policy affirms MYA’s commitment to providing a safe and welcoming learning environment regardless of immigration status, outlines restrictions on access and information sharing absent a valid judicial warrant or court order, and details notification, documentation, and training requirements for staff. Adoption of this policy ensures consistency with the Comprehensive School Safety Plan, aligns with guidance issued by the California Attorney General, and supports compliance, transparency, and preparedness during in-person school activities.

RECOMMENDATION:

It is recommended the Board approve to adopt the 5100 – Immigration Enforcement Activity Policy for Motivated Youth Academy (#1628).

Fiscal Impact: None.

STUDENT SERVICES**5100-MYA****IMMIGRATION ENFORCEMENT ACTIVITY POLICY****I. PURPOSE AND COMMITMENT**

Motivated Youth Academy (or the “Charter School”) fosters a safe, welcoming environment where all students, educators, and staff feel supported and connected. The Charter School supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

The Charter School finds school offices, official school activities (including those in public places), adjacent areas, and all property owned, controlled, or leased by The Charter School as “sensitive locations” under state law, and seeks commitments from contractors and service providers not to facilitate immigration enforcement at these locations unless law requires it.

The Charter School provides the California Attorney General's Know Your Educational Rights handout to all families upon enrollment. This handout is also posted in all administrative buildings and is available on the school website. The Charter School also provides the California Attorney General’s “Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes”, which can be found at <https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf>.

The Charter School also provides information about children's educational rights as contained in this Policy to all families through the Student and Educational Rights Holders Handbook.

All notices, enrollment materials, registration information, and complaint procedures are language-accessible pursuant to state and federal law.

II. DEFINITION

- “*Immigration enforcement*” includes any efforts to investigate, enforce, or assist in investigating or enforcing federal civil immigration law, and any efforts to investigate, enforce, or assist in investigating or enforcing federal criminal immigration law that penalizes a person's presence in, entry, reentry to, or employment in the United States.

III. ANTI-DISCRIMINATION AND HARASSMENT

The Charter School prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including, but not limited to, immigration status, nationality, race,

STUDENT SERVICES**5100-MYA****IMMIGRATION ENFORCEMENT ACTIVITY POLICY**

ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group. This applies to school offices, at school-related events, and through school-owned technology.

The Charter School promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. The Charter School educates students to respect all peers regardless of protected characteristics and teaches them about bullying's negative impact.

The Charter School trains learning facilitators, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents, and informs students who experience hate crimes of their right to report them.

The Charter School's Uniform Complaint Policy and Procedures and Harassment, Discrimination, Intimidation, & Bullying Policy are available for review upon request and/or on the school's website.

IV. STUDENT INFORMATION COLLECTION AND PROTECTION**General Principles**

The Charter School does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review to establish a child's birthdate. The Charter School does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs. The Charter School does not:

- Allow school resources or data to create registries based on race, gender, sexual orientation, religion, ethnicity, or national origin
- Inquire about students' or parents' citizenship or immigration status
- Require documentation that may indicate immigration status (green cards, voter registration, passports, citizenship papers) to the exclusion of other permissible documents
- Use any information the school might possess about immigration status, citizenship status, or national origin to discriminate against students or families or bar children from enrollment

STUDENT SERVICES**5100-MYA****IMMIGRATION ENFORCEMENT ACTIVITY POLICY****Enrollment Documentation**

For Proof of Residency, The Charter School accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipt
- Pay stubs
- Voter registration
- Correspondence from government agencies

For Age Verification, the Charter School accepts:

- Certified birth record
- Passport
- When none are available, an affidavit of birth from parent, guardian, or custodian

Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age, and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), the Charter School collects it separately from enrollment. The Charter School may ask for place of birth, U.S. entry date, and date first attending U.S. school. The Charter School does not use this information to discriminate or prevent enrollment if families choose not to provide it.

Social Security Information

The Charter School does not collect entire Social Security numbers or cards for enrollment.

V. SHARING STUDENT INFORMATION**General Policy**

IMMIGRATION ENFORCEMENT ACTIVITY POLICY

The Charter School requires written educational rights holder consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

The Charter School's requests for written consent include:

- Educational rights holder's or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Educational rights holder(s) may choose to withhold such consent, in which case the Charter School does not release it. The Charter School permanently keeps consent notices with record files.

The Charter School avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. The Charter School provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Educational Records and Student Information Policy on the school website. The Charter School provides annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Unless required by a valid judicial warrant or subpoena, or other court order, the Charter School does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home

STUDENT SERVICES**5100-MYA****IMMIGRATION ENFORCEMENT ACTIVITY POLICY**

address and travel schedules.

When a valid judicial warrant, subpoena, or other court order requires disclosure, the Charter School notifies educational rights holder(s) as soon as practicable.

Response to Information Requests

When the Charter School receives information requests related to the immigration or citizenship status of a student, staff:

1. Notify the Director or designee
2. Provide students and families appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and educational rights holder(s) copies of documents issued by immigration enforcement officers

VI. ACCESS FOR IMMIGRATION ENFORCEMENT

Consistent with California law, the Charter School does not permit immigration enforcement officers to enter nonpublic areas of the Charter School for immigration enforcement activity unless they present a valid judicial warrant or court order.

Response Procedures

Staff will notify the Director or designee as soon as practicable about any immigration enforcement official request for student access or document review.

Staff take these steps when an immigration or any other law enforcement official arrives at a nonpublic school office:

1. Initial Contact: Explain to the official that staff must first notify and receive direction from the Director or designee
2. Purpose: Ask and document the official's stated reason for the request
3. Documentation: Request and copy the officer's credentials (name and badge number) and supervisor's phone number, and produce documentation authorizing access
4. Record Keeping: Make and retain copies of documentation that the official produces
5. Exigent Circumstances: If the official declares exigent circumstances (such as a felony in progress) and demands immediate access, comply with orders and immediately contact the Director or designee

STUDENT SERVICES**5100-MYA****IMMIGRATION ENFORCEMENT ACTIVITY POLICY**

6. Levels of Response: If no exigent circumstances exist, respond according to the official's documentation:
 - a. ICE or other administrative warrant: For warrants not signed by a judge, do not permit entry. Refer to the Director.
 - b. Judicial/court-issued warrant or court order: Compliance is usually required to follow what is described in the court-issued order. Consult the Director or designee for next steps.
 - c. Subpoena: Subpoenas seek documents. Inform the Director or designee and await instructions.
7. Cooperation Without Consent: While staff should not consent to access except as described above, they should not physically impede law enforcement officials, even if officials appear to exceed warrant authorization. Document law enforcement officials' actions if they enter without consent
8. Parental Notification: The Director or designee may notify the student's parent or guardian if a law enforcement official requests or gains access to a student for immigration enforcement, unless access is pursuant to a judicial warrant.
9. Required Notifications:
 - a. The Director or designee submits a timely report to the Board of Directors regarding immigration enforcement requests, actions, and the Charter School's responses, ensuring confidentiality of potentially identifying information
 - b. The Director or designee emails the Bureau of Children's Justice at BCJ@doj.ca.gov regarding any immigration enforcement official's attempt to access the school site or a student
 - c. The Charter School follows its Comprehensive School Safety Plan procedures for notifying parents, guardians, students, teachers, administrators, and staff related to immigration enforcement.

VII. SUPPORT FOR AFFECTED FAMILIES**Emergency Preparedness**

The Charter School encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

STUDENT SERVICES**5100-MYA****IMMIGRATION ENFORCEMENT ACTIVITY POLICY**

The Charter School permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained. The Charter School uses emergency card information only for specified emergencies, not for other purposes.

Caregiver Authorization Affidavits

The Charter School encourages families to support relative caregivers in completing a Caregivers Authorization Affidavit. The Charter School will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit.

When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, The Charter School:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student or student information to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

Family Safety Plans

The Charter School encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if educational rights holders cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

Additional Resources

When a family member is detained, The Charter School may refer students and families to:

ICE Detainee Locator (<https://locator.ice.gov/odls#/search>)

- Helps determine if and where family members are detained
- Requires date of birth and Alien Registration Number (A-Number) if available
- Note: Use this only to locate detained individuals. The Charter School never refers students, parents, or guardians to ICE or immigration enforcement for general immigration status questions

IMMIGRATION ENFORCEMENT ACTIVITY POLICY

Legal Assistance

- Legal aid organizations may secure detained parents' release or arrange student visits
- California organizations accredited by the Board of Immigration Appeals:
<https://www.justice.gov/eoir/recognition-accreditation-roster-reports>
- California court Self-Help Centers for family law assistance:
<http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
Legal aid offices and lawyer referral services: <http://www.courts.ca.gov/1001.htm>

Consulates or Embassies

The parent's or guardian's country of origin may offer additional information and assistance.

Coversheet

Approval of 2026 IRS Mileage Reimbursement Rate

Section: XIII. Personnel Services
Item: A. Approval of 2026 IRS Mileage Reimbursement Rate
Purpose: Vote
Submitted by: Gigi Lenz
Related Material: 2026 IRS Standard Mileage Rates.pdf

BACKGROUND:

Each year, the IRS sets a standard mileage reimbursement rate to reflect changes in the cost of operating a vehicle. MYA's mileage reimbursement policy follows this IRS rate, and staff is recommending adopting the IRS mileage rate for the 2026 calendar year.

To estimate the financial impact, staff looked at what MYA actually reimbursed in calendar year 2025. During that year, employees were reimbursed for 12,731 miles, totaling \$8,912, based on the 2025 IRS rate of \$0.70 per mile. Using the same number of miles and applying the proposed 2026 IRS rate of \$0.72 per mile, the estimated annual reimbursement cost would be \$9,167. This represents an estimated increase of \$255, or approximately 2.9%, over the prior year. This estimate is based solely on prior-year mileage activity and is intended to provide the Board with a clear and reasonable projection of the cost impact of adopting the updated IRS rate.

RECOMMENDATION:

It is recommended the Board approve the 2026 IRS Mileage Reimbursement Rate for Motivated Youth Academy (#1628).

Fiscal Impact: Estimate \$9,167.00

2026 Standard Mileage Rates

Notice 2026-10

SECTION 1. PURPOSE

This notice provides the optional 2026 standard mileage rates for taxpayers to use in computing the deductible costs of operating an automobile for business, charitable, medical, or moving expense purposes. This notice also provides the amount taxpayers must use in calculating reductions to basis for depreciation taken under the business standard mileage rate, and the maximum standard automobile cost that may be used in computing the allowance under a fixed and variable rate (FAVR) plan. Additionally, this notice provides the maximum fair market value (FMV) of employer-provided automobiles first made available to employees for personal use in calendar year 2026 for which employers may use the fleet-average valuation rule in § 1.61-21(d)(5)(v) or the vehicle cents-per-mile valuation rule in § 1.61-21(e).¹

SECTION 2. BACKGROUND

Rev. Proc. 2019-46, 2019-49 I.R.B. 1301, provides rules for computing the deductible costs of operating an automobile for business, charitable, medical, or moving expense purposes, and for substantiating, under § 274(d) and § 1.274-5, the amount of

¹ Unless otherwise specified, all “section” or “§” references are to sections of the Internal Revenue Code or the Income Tax Regulations (26 CFR part 1).

ordinary and necessary business expenses of local transportation or travel away from home. Taxpayers using the standard mileage rates must comply with Rev. Proc. 2019-46, except to the extent the law has been specifically changed by Public Law 119-21, 139 Stat. 72 (July 4, 2025), commonly known as the One, Big, Beautiful Bill Act (OBBBA). However, a taxpayer is not required to use the substantiation methods described in Rev. Proc. 2019-46, but instead may substantiate using actual allowable expense amounts, if the taxpayer maintains adequate records or other sufficient evidence.

An independent contractor conducts an annual study for the Internal Revenue Service of the fixed and variable costs of operating an automobile to determine the standard mileage rates for business, medical, and moving use reflected in this notice. The standard mileage rate for charitable use is set by § 170(i).

Longstanding regulations under § 61 provide special valuation rules for employer-provided automobiles. The amount that must be included in the employee's income and wages for the personal use of an employer-provided automobile generally is determined by reference to the automobile's FMV. If an employer chooses to use a special valuation rule, the special value is treated as the FMV of the benefit for income tax and employment tax purposes. Section 1.61-21(b)(4). Two such special valuation rules, the fleet-average valuation rule and the vehicle cents-per-mile valuation rule, are set forth in § 1.61-21(d)(5)(v) and § 1.61-21(e), respectively. These two special valuation rules are subject to limitations, including that they may be used only in connection with automobiles having values that do not exceed a maximum amount set forth in the regulations.

SECTION 3. STANDARD MILEAGE RATES

The standard mileage rate for transportation or travel expenses for 2026 is 72.5 cents per mile for all miles of business use (business standard mileage rate). See section 4 of Rev. Proc. 2019-46. However, § 70110 of the OBBBA made permanent the disallowance for all miscellaneous itemized deductions that are subject to the two-percent of adjusted gross income floor under § 67, including unreimbursed employee travel expenses. Thus, the business standard mileage rate provided in this notice cannot be used to claim an itemized deduction for unreimbursed employee travel expenses, except for certain educator expenses as described later. However, deductions for expenses that are deductible in determining adjusted gross income remain allowable. For example, members of a reserve component of the Armed Forces of the United States (Armed Forces), state or local government officials paid in whole or in part on a fee basis, and certain performing artists are entitled to deduct unreimbursed employee travel expenses as an adjustment to total income on line 12 of Schedule 1 of Form 1040 (2025), *U.S. Individual Income Tax Return*, not as an itemized deduction on Schedule A of Form 1040 (2025), and therefore may continue to use the business standard mileage rate. See § 62(a)(2). Similarly, eligible educators are also entitled to deduct certain unreimbursed employee travel expenses as an adjustment to total income on line 11 of Schedule 1 of Form 1040 (2025) up to the dollar limit, but alternatively they may be entitled to an itemized deduction on Schedule A of Form 1040 for 2026. See §§ 62(a)(2)(D) and 67(b)(13).

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The standard mileage rate is 14 cents per mile for use of an automobile in rendering gratuitous services to a charitable organization under § 170. See § 170(i); see also section 5 of Rev. Proc. 2019-46.

The standard mileage rate for 2026 is 20.5 cents per mile for use of an automobile: (1) for medical care described in § 213; or (2) as part of a move for which the expenses are deductible under § 217(g), as supplemented by § 217(k)(2). See also section 5 of Rev. Proc. 2019-46. Section 70113(a) of the OBBBA made permanent the disallowance for the deduction for moving expenses, except to the extent § 217(g) applies, for taxable years beginning after December 31, 2017, and § 70113(b) of the OBBBA added a new provision that included certain members of the intelligence community within the scope of § 217(g). Accordingly, members of the Armed Forces on active duty who move pursuant to a military order and incident to a permanent change of station to whom § 217(g) applies and members of the intelligence community who move after December 31, 2025, pursuant to a change of assignment which requires relocation, are permitted to deduct certain moving expenses. Thus, except for taxpayers to whom § 217(g) applies, including certain members of the intelligence community, the standard mileage rate provided in this notice is not applicable for the use of an automobile as part of a move.

SECTION 4. BASIS REDUCTION AMOUNT

For automobiles a taxpayer uses for business purposes, the portion of the business standard mileage rate treated as depreciation is 26 cents per mile for 2022, 28 cents per mile for 2023, 30 cents per mile for 2024, 33 cents per mile for 2025, and 35 cents per mile for 2026. See section 4.04 of Rev. Proc. 2019-46.

SECTION 5. MAXIMUM STANDARD AUTOMOBILE COST

For purposes of computing the allowance under a FAVR plan, the standard automobile cost may not exceed \$61,700 for automobiles (including trucks and vans). See section 6.02(6) of Rev. Proc. 2019-46.

SECTION 6. MAXIMUM VALUE OF EMPLOYER-PROVIDED AUTOMOBILES

For purposes of the fleet-average valuation rule in § 1.61-21(d)(5)(v) and the vehicle cents-per-mile valuation rule in § 1.61-21(e), the maximum FMV of automobiles (including trucks and vans) first made available to employees in calendar year 2026 is \$61,700.

SECTION 7. EFFECTIVE DATE

This notice is effective for: (1) deductible transportation expenses paid or incurred on or after January 1, 2026; (2) mileage allowances or reimbursements paid to a charitable volunteer or a member of the Armed Forces to whom § 217(g) applies and certain members of the intelligence community: (a) on or after January 1, 2026, and (b) for transportation expenses the charitable volunteer or such member of the Armed Forces or member of the intelligence community pays or incurs on or after January 1, 2026; and (3) for purposes of the maximum FMV of employer-provided automobiles for which employers may use the fleet-average valuation rule in § 1.61-21(d)(5)(v) or the vehicle cents-per-mile rule in § 1.61-21(e), automobiles first made available to employees for personal use on or after January 1, 2026.

SECTION 8. EFFECT ON OTHER DOCUMENTS

Notice 2025-5 is superseded.

DRAFTING INFORMATION

The principal author of this notice is Christian Lagorio of the Office of Associate Chief Counsel (Income Tax and Accounting). For further information on this notice regarding the use of an employee-provided automobile, contact Mr. Lagorio at (202) 317-7005 (not a toll-free number). For further information on this notice regarding the use of an employer-provided automobile, contact Stephanie Caden of the Office of Associate Chief Counsel (Employee Benefits, Exempt Organizations, and Employment Taxes), at (202) 317-4774 (not a toll-free number).

Coversheet

2026-2027 Board Meeting Calendar and Schedule

Section: XIV. Board Governance
Item: A. 2026-2027 Board Meeting Calendar and Schedule
Purpose: Vote
Submitted by:
Related Material:
2026-2027 Motivated Youth Academy Board Meeting Calendar and Schedule 2026.2.12.pdf



2026-27 Board Meeting Calendar and Schedule

Meeting Date Total Meeting Time	Topics	Time Limit (Does NOT include Board Comments)	Presenter	Due Date	In-Person Attendance
July 9, 2026 Regular Board Meeting June School Highlights Presentation	Reappointment of Board Member Larry Alvarado SPED Master Vendor Contracts Annual Board Self-Evaluation & Priorities Annual Director/CEO Evaluation Timeline and Plan 2025-26 Review and Year Highlights	4 min n/a 10 min 5 min 5 min	Board President Consent Bill Bill Tova	June 19	
August 13, 2026 Regular Board Meeting July School Highlights Presentation	Annual Board Self-Evaluation Final Budget/Fiscal Update 2026-2027 Motivated Youth Academy Action Plan 3-Year Motivated Youth Academy Growth Map 2027-2030	tbd 1 min 10 mins 5	Bill Bill Roger Bill	July 24	
September 10, 2026 Agenda Regular Board Meeting August School Highlights Presentation	Unaudited Actuals (2025-26) // <i>Due September 15</i> Budget/Fiscal Update	5 mins 5 mins	Roger Roger	Aug 21	
October 8, 2026 Agenda Regular Board Meeting September Highlights School Highlights Presentation	At Promise Pathway Presentation Crisis Communication Plan (<i>if needed</i>)	5 mins n/a	Alan Consent	Sept 18	

Board Approved: Pending



2026-27 Board Meeting Calendar and Schedule

Meeting Date Total Meeting Time	Topics	Time Limit (Does NOT include Board Comments)	Presenter	Due Date	In-Person Attendance
November 12, 2026 Regular Board Meeting October School Highlights Presentation	Board of Directors Manual Review	5 mins	Bill	Oct 23	N/A
	Ethics Training Update	5 mins	Bill		
	At Promise Pathway Presentation	5 mins	Farhiya		
December 10, 2026 Regular Board Meeting November Highlights School Highlights Presentation	First Interim Budget // <i>Due December 15</i> Appoint Audit Committee Audit Report (Draft) Annual Organizational Meeting Student Achievement Presentation: CAASPP, Exact Path, DASS Mou Metrics, Teacher Assignment & Monitoring Outcomes and the California Dashboard School Plan for Student Achievement (SPSA) Presentation Employee Handbook Revisions Policies - 5000/Board Manual/COI Crisis Communication Plan	10 mins 1 min 8 mins 3 mins 10 min 5 min n/a n/a n/a	Roger Bill CLA Bill Melissa Tova Consent Consent Consent	Nov 20	
January 14, 2027 Regular Board Meeting <i>No Monthly Updates No School Highlights</i>	Special Education Presentation School Accountability Report Card (SARC) <i>Due by Feb 1</i> 2027-28 Motivated Youth Academy Learning Calendar	5 mins 2 mins 2 mins	Daniel Melissa Bill	Dec 11	
February 11, 2027 Regular Board Meeting December/January Highlights School Highlights Presentation	School Highlights - East Cluster LCAP Mid-Year Report State Budget Overview and Update 2027-28 Board Meeting Calendar and Schedule Comprehensive School Safety Plan 2027-28 Written Agreement for Independent Study and Acknowledgement of Responsibilities	5 minutes 5 mins 9 mins 2 mins 1 min n/a n/a	TBA Melissa Roger Bill Bill Consent Consent	Jan 22	



2026-27 Board Meeting Calendar and Schedule

Meeting Date Total Meeting Time	Topics	Time Limit (Does NOT include Board Comments)	Presenter	Due Date	In-Person Attendance
March 11, 2027 Regular Board Meeting February Highlights School Highlights Presentation	Reappointment of Board Member William Hall (3/14/2027) Reappointment of Board Member Pete Matz (3/14/2027) Reappointment of Board Member Michael Humphrey (4/6/2027) School Highlights - North Cluster 2027-28 Strategic Budget/Staffing Plan Second Interim Budget // <i>Due March 15</i> Policies - 3000 and 4000 Series Audit Firm Selection (<i>Due by 4/1 to County Offices</i>)	2 min 2 min 2 min 5 mins 10 mins 10 mins 1 min	Board Vice President Board President Board President TBA Gigi Roger Bill	Feb 19	
April 8, 2027 Regular Board Meeting March School Highlights Presentation	School Highlights - South Cluster Annual Review of Director/CEO Evaluation, Contract, & Job Description Review	5 min <i>tbd</i>	TBA Gigi	Mar 19	
May 13, 2027 Regular Board Meeting	School Highlights - West Cluster 2027-28 Employee Benefit Plans Declarations of Need Supt. Evaluation- Closed Session	5 mins 9 mins 3 mins tbd	TBA Gigi Gigi Bill	Apr 23	
June 10, 2027 Regular Board Meeting	LCAP Hearing & Local Indicators Presentation (Public Hearing) Estimated Actuals, EPA, July Budget Presentation (Public Hearing) Policies - 1000, 6000 Series, and Title 1 School-Parent Compact 2027-28 EL Master Plan Parent/Student Handbook Property and Casualty Insurance Employee Handbook Consolidated Application and Reporting System	8 mins 10 mins 6 mins 3 mins n/a n/a n/a n/a 1 min	Melissa Roger Tova June Consent Consent Consent Consent Roger	May 21	
June 17, 2027	LCAP & Local Indicators (Vote) July Budget/Educator Protection Act	1 min 2 mins	Bill Roger		



2026-27 Board Meeting Calendar and Schedule

<p>Regular Board Meeting (Virtual)</p>	<p>(EPA) (Vote) Director Contract/Salary (Vote) 2027-28 Director Evaluators Stipend</p>	<p>2 mins 1 min</p>	<p>Gigi Bill</p>	<p>May 21</p>	
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