



MY Academy

Regular Meeting of the Board of Directors

Published on June 12, 2026 at 6:11 PM PDT

Date and Time

Thursday June 18, 2026 at 8:00 AM PDT

Location

This meeting will be held virtually.

Join Zoom Meeting

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

Meeting ID: 622 448 4724

One tap mobile

+13462487799,,6224484724# US (Houston)

+16694449171,,6224484724# US

Teleconference Locations:

1185 Calle Dulce
Chula Vista, CA 91910

1545 Apache Drive
Chula Vista, CA 91910

39251 Camino Las Hoyas
Indio, CA 92203

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 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			8:02 AM
A. Led by Board President or designee.		Board President	1 m
III. Land Acknowledgment			8:03 AM

	Purpose	Presenter	Time
A. Land Acknowledgment read by Gigi Lenz, Operations and Program Manager	FYI	Gigi Lenz	1 m

IV. Approve/Adopt Agenda 8:04 AM

A. Approve Agenda	Vote	Board President	1 m
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It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of June 18, 2026.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

V. Approve Minutes 8:05 AM

A. Minutes of the Regular Meeting of the Board of Directors that was held on June 11, 2025	Approve Minutes	Board President	1 m
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Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

VI. Public Comments/Recognition/Reports

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

	Purpose	Presenter	Time
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questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

VII. Consent 8:06 AM

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

- | | | | |
|--|------|-----------------|-----|
| A. A. Consent - Business/Financial Services | Vote | Board President | 1 m |
| 1. Approval Check Register - May 2026 | | | |
| B. Consent - Personnel Services | Vote | Board President | 1 m |
| 1. Approval of Job Descriptions | | | |

Consent items listed under A through B 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 _____

VIII. Education/Student Services 8:08 AM

- | | | | |
|--|------|-------------|-----|
| A. Approval of 2026-2027 Local Control & Accountability Plan (LCAP) | Vote | Bill Dobson | 2 m |
|--|------|-------------|-----|

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

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

	Purpose	Presenter	Time
Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
B. Memorandum of Understanding (MOU) with Access Inc.	Vote	Bill Dobson	2 m

It is recommended that the Board approve the Memorandum of Understanding (MOU) with Access Inc. 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 _____

IX. Business/Financial Services 8:12 AM

A. Budget Adoption 2026-2027	Vote	Bill Dobson	2 m
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It is recommended the Board adopt the 2026-2027 Budget for Motivated Youth Academy (#1628).

a. 2026-2027 MYA Education Protection Account (EPA) Budget

b. 2026-2027 MYA Education Protection Account (EPA) - Budget Alternative Form

Fiscal Impact: As presented in the 2026-2027 Budget.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

	Purpose	Presenter	Time
X.	Policy Development		8:14 AM

- | | | | | |
|-----------|---|------|-------------|-----|
| A. | MYA 5120 Safe Learning Environment Policy | Vote | Bill Dobson | 1 m |
|-----------|---|------|-------------|-----|

The purpose of this policy is to ensure that Motivated Youth Academy complies with Senate Bill 848, which requires all local educational agencies, including charter schools, to adopt and implement a comprehensive policy for addressing student safety, welfare, and protection from abuse and misconduct by July 1, 2026.

It is recommended the Board approve the adoption of the new proposed policy for Motivated Youth Academy (#1628).

5000 Series - Student Services
5120-MYA Safe Learning Environment Policy

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

- | | | | | |
|-----------|---|------|-------------|-----|
| B. | Approval of MYA 5125 Extreme Weather Policy | Vote | Bill Dobson | 1 m |
|-----------|---|------|-------------|-----|

The purpose of this policy is to ensure that Motivated Youth Academy complies with California Education Code Section 33355, which requires all local educational agencies, including charter schools, to adopt and implement protocols for responding to extreme weather conditions by July 1, 2026.

It is recommended the Board approve the adoption of the new proposed policy for Motivated Youth Academy (#1628).

5000 Series - Student Services
5125-MYA Extreme Weather Policy

Fiscal Impact: None.

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

XI. Calendar

The next scheduled meetings of the Board of Directors will be held on July 9, 2026.

XII. Comments

8:16 AM

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

XIII. Closing Items

8:26 AM

A. Adjourn Meeting	Vote	Board President	2 m
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

FOR MORE INFORMATION

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

Coversheet

Led by Board President or designee.

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



Coversheet

Land Acknowledgment read by Gigi Lenz, Operations and Program Manager

Section: III. Land Acknowledgment
Item: A. Land Acknowledgment read by Gigi Lenz, Operations and Program Manager
Purpose: FYI
Submitted by:
Related Material: Land Acknowledgment 2.jpg



Land Acknowledgment

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

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

Coversheet

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

Section: V. Approve Minutes
Item: A. Minutes of the Regular Meeting of the Board of Directors that was held on June 11, 2025
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on June 11, 2026

DRAFT



MY Academy

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday June 11, 2026 at 9:00 AM

Location

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

MISSION STATEMENT

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meeting of the Governing Board may request assistance by contacting Motivated Youth Academy.

Directors Present

Michael Humphrey (remote), Peter Matz, Steve Fraire, William Hall

Directors Absent

Larry Alvarado

Directors who arrived after the meeting opened

Michael Humphrey

Guests Present

Bill Dobson, Gigi Lenz (remote), Jason Sitomer (remote), Kimberly Mann, Melissa Lato, Michelle Jones, Tahj Haywood (remote), Tammam Tautou, Toni De Jesus (remote), Yvonnnet Gaona (remote)

I. Opening Items

A. Call the Meeting to Order

William Hall called a meeting of the board of directors of MY Academy to order on Thursday Jun 11, 2026 at 9:00 AM.

B. Record Attendance

II. Land Acknowledgment

A. Land Acknowledgment read by Yvonnnet Gaona, Community Program Specialist, on behalf of Motivated Youth Academy

B. Board Member, Mike Humphrey, participating remotely due to emergency circumstances.

Michael Humphrey arrived at 9:05 AM.

III. Approve/Adopt Agenda

A. Approve Agenda

Peter Matz made a motion to Approve Agenda.
Steve Fraire seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

William Hall	Aye
Larry Alvarado	Absent
Michael Humphrey	Aye
Steve Fraire	Aye
Peter Matz	Aye

IV. Approve Minutes

A. Approve Minutes

Steve Fraire made a motion to approve the minutes from Regular Meeting of the Board of Directors on 05-14-26.

Peter Matz seconded the motion.

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

Roll Call

Larry Alvarado	Absent
Peter Matz	Aye
William Hall	Aye
Steve Fraire	Aye
Michael Humphrey	Aye

V. Consent

A. Consent - Business/Financial Services

B. Consent - Education/Student Services

C. Consent - Personnel Services

D. Consent - Policy Development

Michael Humphrey made a motion to Approve Consent items A-D in one single motion.

Steve Fraire seconded the motion.

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

Roll Call

Michael Humphrey	Aye
Larry Alvarado	Absent
Steve Fraire	Aye
Peter Matz	Aye
William Hall	Aye

VI. Public Hearings

A. Local Control & Accountability Plan (LCAP) 2026-2027

Hearing Open: : 9:11 AM

Hearing Closed: 9:19 AM

B. Proposed Budget for 2026-2027

Hearing Open: : 9:19 AM

Hearing Closed: 9:29 AM

VII. Business/Financial Services

A. Approval of 2026-2027 Consolidated Application and Reporting System (CARS)

Michael Humphrey made a motion to Approve 2026-2027 Consolidated Application and Reporting System (CARS).

Steve Fraire seconded the motion.

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

Roll Call

Michael Humphrey Aye

Larry Alvarado Absent

Steve Fraire Aye

William Hall Aye

Peter Matz Aye

VIII. Education/Student Services

A. Approval of Headrush (Renewal)

Peter Matz made a motion to Approve Headrush.

Steve Fraire seconded the motion.

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

Roll Call

Michael Humphrey Aye

Peter Matz Aye

William Hall Aye

Steve Fraire Aye

Larry Alvarado Absent

B. Approval of GHA Technologies Purchase

Steve Fraire made a motion to Approve of GHA Technologies Purchase.

Peter Matz seconded the motion.

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

Roll Call

Steve Fraire Aye

Michael Humphrey Aye

Peter Matz Aye

Roll Call

Larry Alvarado Absent
William Hall Aye

IX. Personnel Services

A. Approval of a One-Time Retention Bonus

Steve Fraire made a motion to Approve of One-Time Retention Bonus.

Michael Humphrey seconded the motion.

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

Roll Call

Steve Fraire Aye
Larry Alvarado Absent
William Hall Aye
Peter Matz Aye
Michael Humphrey Aye

B. Approval of Wright Specialty Insurance Package Quote

Peter Matz made a motion to Approve of Wright Specialty Insurance Package Quote.

Steve Fraire seconded the motion.

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

Roll Call

Michael Humphrey Aye
Steve Fraire Aye
William Hall Aye
Peter Matz Aye
Larry Alvarado Absent

C. Approval of the 2026-2027 Employment Agreement for the Director, Bill Dobson

Steve Fraire made a motion to Approve of 2026-2027 Employment Agreement for the Director, Bill Dobson.

Peter Matz seconded the motion.

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

Roll Call

William Hall Aye
Larry Alvarado Absent
Michael Humphrey Aye
Steve Fraire Aye
Peter Matz Aye

D. Approval of 2026-2027 Salary Schedules

Michael Humphrey made a motion to Approve of 2026-2027 Salary Schedules.

Peter Matz seconded the motion.

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

Roll Call

William Hall	Aye
Steve Fraire	Aye
Larry Alvarado	Absent
Michael Humphrey	Aye
Peter Matz	Aye

X. 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 9:48 AM.

Respectfully Submitted,
Gigi Lenz

Documents used during the meeting

None

FOR MORE INFORMATION

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

Coversheet

A. Consent - Business/Financial Services

Section: VII. Consent
Item: A. A. Consent - Business/Financial Services
Purpose: Vote
Submitted by:
Related Material: Check Register - May 2026.pdf

MY Academy Charter

Check Register

For the period ended May 31, 2026



Check Number	Vendor	Transaction Description	Check Date	Check Amount
21311	BoardOnTrack, Inc.	Membership - 07/01/26 - 06/30/27	05/06/2026	\$ 6,647.00
21312	Class of Recognition	Graduation Caps & Tassels	05/06/2026	1,837.91
21313	Securian Life Insurance Company	Life Ins - 05/26	05/06/2026	1,048.55
21314	TSW Therapy, Inc.	SpEd Svcs - 03/26	05/06/2026	1,032.00
21315	SchoolsFirst Plan Administration LLC	MYA 457b 05/08/26	05/12/2026	1,024.88
21316	Campo Cafe	Meals - 04/26	05/13/2026	1,419.07
21317	Class of Recognition	School Supplies	05/13/2026	623.15
21318	Secretary of State	Business Entity Filing	05/15/2026	30.00
21319	Acacia HR Solutions	Consulting Svcs - 06/26	05/21/2026	5,100.00
21320	Gallagher Benefit Services, Inc	FSA - 05/26	05/21/2026	33.00
21321	Headrush Learning Inc.	Subscription (344) - 07/01/26 - 06/30/27	05/21/2026	10,320.00
21322	KRA Corporation	Consulting Svcs - 04/26	05/21/2026	7,149.41
21323	State of California Department of Justice	Fingerprint Svcs - 04/26	05/21/2026	32.00
21324	Alondra Camacho Hernandez	Graduation Balloons - 06/01/26 - 06/04/26	05/28/2026	1,723.00
21325	Zoom Video Communications Inc.	Communications Svcs - 05/18/26 - 06/17/27	05/28/2026	9,171.13
322271620000425	Larry Albert Alvarado	Stipend - 05/26	05/06/2026	700.00
322271620000426	William W. Hall	Stipend - 05/26 - Additional	05/06/2026	1,150.00
322271620000427	Steve Fraire	Stipend - 05/26	05/06/2026	700.00
322271620000428	Peter Matz	Stipend - 05/26	05/06/2026	700.00
322271620000429	Michael P. Humphrey	Stipend - 05/26 - Additional	05/06/2026	1,150.00
322271620000430	Specialized Therapy Services, Inc.	SpEd Svcs - 03/26	05/06/2026	8,761.81
322271620000431	USA Custom Pad Corp	Diploma Cover	05/06/2026	931.79
322271620000432	Charter Impact LLC	Business Mgmt Svcs - 05/26	05/06/2026	16,646.00
322271620000433	Alpha Vision Computers, Inc.	Backupify G-Suite - 05/26	05/06/2026	70.00
322271620000434	Amazon Capital Services	Office Supplies	05/13/2026	505.55
322271620000435	R&B Communications	Communications Svcs - 04/26	05/13/2026	709.00
322271620000436	Amazon Capital Services	Office Supplies	05/21/2026	226.10
322271620000437	Forth and Sons	Web Svcs - 04/26	05/21/2026	50.00
322271620000438	GHA Technologies, Inc.	Chromebook (50)	05/21/2026	19,062.83
322271620000439	Keyn Group, LLC	License (115)	05/21/2026	7,647.50
322271620000440	Amazon Capital Services	Office Supplies	05/28/2026	7.51
E050726-01	Inova	Direct Deposit for Pay Date 050826	05/07/2026	34,416.84
E050726-02	Inova	Federal & State Tax Payments for Pay Date 050826	05/07/2026	9,229.94
E051826-01	Chase	Chase Ink CC# 0904 Payment 05/26	05/18/2026	16,040.05
E051826-02	Verizon Wireless	Communication Svcs - 04/02/26 - 05/01/26	05/18/2026	3,332.68
E052226-01	Inova	Direct Deposit for Pay Date 052626	05/22/2026	171,079.36
E052226-02	Inova	Federal & State Tax Payments for Pay Date 052626	05/22/2026	42,477.76
E052226-04	Verizon Wireless	Communication Svcs - 04/06/26 - 05/05/26	05/22/2026	230.16

Total Disbursements in May \$ 383,015.98

Coversheet

Consent - Personnel Services

Section: VII. Consent
Item: B. Consent - Personnel Services
Purpose: Vote
Submitted by: Gigi Lenz

Related Material:

Administrative Assistant Job Description - Redlined 2026.6.18.pdf
Administrative Assistant Job Description - For Board Approval 2026.6.18.pdf
Administrative Services Technician Job Description - Redlined 2026.6.18.pdf
Administrative Services Technician Job Description - For Board Approval 2026.6.18.pdf
Community Program Specialist Job Description - Redlined 2026.6.18.pdf
Community Program Specialist Job Description - For Board Approval 2026.6.18.pdf
Content Area Learning Specialist Job Description - Redlined 2026.6.18.pdf
Content Area Learning Specialist Job Description- For Board Approval 2026.6.18.pdf
EL Testing Assistant Job Description - Redlined 2026.6.18.pdf
EL Testing Assistant Job Description- For Board Approval 2026.6.18..pdf
Executive Assistant to the Director Job Description - For Board Approval (New).pdf
School Counselor Job Description - Redlined 2026.6.18.pdf
School Counselor Job Description - For Board Approval 2026.6.18.pdf
School Psychologist Program Manager Job Description - Redlined 2026.6.18.pdf
School Psychologist Program Manager Job Description - For Board Approval 2026.6.18.pdf

BACKGROUND:

1. Approval of Job Descriptions

Attached for Board approval are seven updated job descriptions for classified and certificated positions at Motivated Youth Academy. The job descriptions have been reviewed and revised to align with MYA's current operational model, organizational structure, instructional program, and core values.

The positions include Administrative Assistant, Administrative Services Technician, Community Program Specialist, Content Area Learning Specialist, English Learner (EL) Testing Assistant, School Counselor, and School Psychologist/Program Manager. Updates include revisions to position summaries, essential duties and responsibilities, minimum qualifications, knowledge and abilities, work expectations, and language reflecting MYA's mission, independent study instructional model, student-centered approach, and commitment to community engagement.

The revised job descriptions provide greater clarity regarding role expectations, accountability, compliance responsibilities, and operational needs while ensuring consistency across positions. Additionally, the revisions incorporate MYA's core values and emphasize each position's role in supporting student success, family engagement, and enrollment growth.

RECOMMENDATION:

1. It is recommended that the Board approve the revised job descriptions as presented for Motivated Youth Academy (#1628).

Fiscal Impact: None.



Administrative Assistant

Job Description

Reports To: Director or designee

FLSA Status: Exempt/Non-Exempt

Classification: Classified

Work Year: 12 months

Work Location: Remote with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

The Administrative Assistant plays a crucial role in supporting the ~~school management team~~ by managing a diverse array of responsibilities. These include sophisticated administrative tasks, ~~reviewing budgetary requirements~~, and spearheading special projects. ~~This role is essential to supporting the day-to-day operations of MY Academy and ensuring efficient, seamless school functioning.~~ Additionally, this role is instrumental in enhancing the school's strategic efforts and providing educational support both with our educational partnerships and local organizations. This role ~~requires demands~~ a high level of organizational skills, the ability to handle multiple tasks simultaneously, and a commitment to ensuring efficient and effective operational and instructional support functions.

Key duties involve meticulous organization and support for various school ~~meetings~~, events and ~~community educational programs, keeping a pulse on news and media trends relevant to the school, and conducting thorough research to compile and present insightful reports.~~ The Administrative Assistant's role is pivotal in ensuring smooth operations and fostering a positive image of Motivated Youth Academy in the broader community. All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community.

Minimum Qualifications

For successful job performance, the individual must effectively fulfill each critical task:

- Possess at least three years of progressively responsible administrative experience, including a broad range of administrative and office management support activities.
- Have a high school diploma or equivalent, enhanced by college-level courses or training in business, office management, marketing, or a related discipline.
- Access to reliable transportation.
- Obtain state and federal background clearance (LiveScan) as mandated for working with students under Education Code Section 44237. Employment cannot commence until Human Resources confirms receipt of this clearance to the immediate supervisor.

Administrative Assistant Job Description

Board Approval: [Month, Year]

- Present a recent (within the last 60 days) TB test result showing no active tuberculosis upon hiring, with required updates every four years as per Education Code Section 49406.

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**~~A collaborative team member with a passion for continuous learning.~~
- ~~● Flexible and adaptable to changing environments.~~
- ~~● Receptive to diverse perspectives and goals.~~
- ~~● Skilled in resolving conflicts effectively.~~
- ~~● Committed to upholding the School's vision and mission with integrity.~~

Essential Duties and Responsibilities

- Perform complex administrative assistant duties to relieve the management team of administrative detail; plan, coordinate and organize office activities and flow of communications.
- Provide detailed and technical information concerning policies and procedures where judgment, knowledge and interpretation of procedures and regulations are required or direct to appropriate staff ~~members~~~~member~~; resolve issues as appropriate; refer difficult situations to the administrator.
- Research and compile a variety of information; prepare and/or modify documents, compute statistical information for various federal, state and program reports; process and create a variety of forms related to assigned functions.
- Compose, independently or from note or rough draft, a variety of materials including internal communications, applications, requisitions, forms, letters, contracts, special projects, legal documents and other materials; establish and maintain a variety of office files.
- Receive, screen and route telephone calls; take and relay messages as appropriate; serve as a resource to others concerning policies and procedures.

Administrative Assistant Job Description
Board Approved: [Month, Year]

- Coordinate, schedule and attend a variety of meetings; prepare and send out notices of meetings; maintain appointment calendars; reserve facilities; collect and compile information for meetings, projects and workshops.
- Prepare agenda items and back-up materials for a variety of meetings; prepare charts and statistical information as needed; attend meetings and take and transcribe minutes; **and ensure meeting materials are organized and posted appropriately after meetings.** ▯
- Assist with posting materials and notices online to the website or other social media sources; develop marketing materials to promote the school through online platforms, community networks and partners.
- Maintain a variety of complex staff records, lists, files and records including confidential materials.
- Monitor assigned budgets and assure that accounts are accurate and expenditures are within federal or state requirements; collect and account for fees; initiate purchases, monitor debit card expenses; code and upload invoices through the electronic share drive **or software**; process employee expense reimbursements and **banking procedures as assigned**~~budget transfers.~~
- Keep management informed regarding various records, budgets, accounts, and program information.
- Inventory, order, receive and distribute office supplies and materials; communicate with vendors to obtain price quotes.
- Inventory, order, receive and distribute office supplies and materials; communicate with vendors to obtain price quotes.
- Coordinate travel and conference arrangements for staff as necessary; prepare related forms and reimbursements.
- Operate a variety of office equipment including a copier, operate a computer and assigned software; schedule maintenance and ensure equipment is operational; record information and generate lists, reports and other materials.
- Develop and implement office procedures to assure complete and timely operations; create office forms which facilitate workflow.
- Assist assigned supervisor by performing research and special projects as requested.
- Attend and participate in a variety of in-person and virtual trainings and meetings.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- **Performs additional related duties as assigned.**~~Perform related duties as assigned.~~

Additional Responsibilities

- **Respond to all school related written correspondence, phone calls, voicemails, and emails within**

Administrative Assistant Job Description
Board Approved: [Month, Year]

24 business hours

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner conferences or other meetings.

Knowledge and Abilities

The role ~~requires demands~~ a comprehensive understanding of administrative functions, telephone etiquette, and school's framework, alongside a grasp of applicable regulations. Proficiency in financial documentation, English grammar, interpersonal communication, and computer skills are essential. Knowledge of budgeting, data management, business writing, and customer relations is also required. The ideal candidate will efficiently handle complex administrative duties, coordinate office tasks, resolve issues, and prioritize with little oversight. Analytical thinking, clear writing, timely project execution, and strong relationship-building are key. Familiarity with legal and procedural guidelines, data entry, office equipment, and maintaining confidentiality is crucial. The ability to organize amidst disruptions, compile reports, and communicate effectively, while contributing to team dynamics, is also vital.

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications. ~~Skilled in using educational software, Google Suite applications, Microsoft Office, and web-based tools for effective teaching and communication.~~

Physical Demands

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

Administrative Assistant Job Description
Board Approved: [Month, Year]

Work Environment

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

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

The job description provided is not exhaustive and serves as a guide for the primary responsibilities and expectations of the position. Employees may be required to undertake additional tasks, follow supplementary instructions, and engage in other related duties as directed by their supervisor. ~~This description summarizes key responsibilities and requirements and is not exhaustive. Employees may perform additional duties as assigned, aligning with the school's needs and goals.~~

Employee Signature

Printed Name

Date

Administrative Assistant Job Description
Board Approved: [Month, Year]



Administrative Assistant

Job Description

Reports To: Director or designee

FLSA Status: Exempt/Non-Exempt

Classification: Classified

Work Year: 12 months

Work Location: Remote with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

The Administrative Assistant plays a crucial role in supporting the school by managing a diverse array of responsibilities. These include sophisticated administrative tasks,, and spearheading special projects. This role is essential to supporting the day-to-day operations of MY Academy and ensuring efficient, seamless school functioning. Additionally, this role is instrumental in enhancing the school's strategic efforts and providing educational support both with our educational partnerships and local organizations. This role requires a high level of organizational skills, the ability to handle multiple tasks simultaneously, and a commitment to ensuring efficient and effective operational and instructional support functions.

Key duties involve meticulous organization and support for various school meetings, events and community The Administrative Assistant's role is pivotal in ensuring smooth operations and fostering a positive image of Motivated Youth Academy in the broader community. All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community.

Minimum Qualifications

For successful job performance, the individual must effectively fulfill each critical task:

- Possess at least three years of progressively responsible administrative experience, including a broad range of administrative and office management support activities.
- Have a high school diploma or equivalent, enhanced by college-level courses or training in business, office management, marketing, or a related discipline.
- Access to reliable transportation.
- Obtain state and federal background clearance (LiveScan) as mandated for working with students under Education Code Section 44237. Employment cannot commence until Human Resources confirms receipt of this clearance to the immediate supervisor.

Administrative Assistant Job Description

Board Approval: [Month, Year]

- Present a recent (within the last 60 days) TB test result showing no active tuberculosis upon hiring, with required updates every four years as per Education Code Section 49406.

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**

Essential Duties and Responsibilities

- Perform complex administrative assistant duties to relieve the management team of administrative detail; plan, coordinate and organize office activities and flow of communications.
- Provide detailed and technical information concerning policies and procedures where judgment, knowledge and interpretation of procedures and regulations are required or direct to appropriate staff members; resolve issues as appropriate; refer difficult situations to the administrator.
- Research and compile a variety of information; prepare and/or modify documents, compute statistical information for various federal, state and program reports; process and create a variety of forms related to assigned functions.
- Compose, independently or from note or rough draft, a variety of materials including internal communications, applications, requisitions, forms, letters, contracts, special projects, legal documents and other materials; establish and maintain a variety of office files.
- Receive, screen and route telephone calls; take and relay messages as appropriate; serve as a resource to others concerning policies and procedures.
- Coordinate, schedule and attend a variety of meetings; prepare and send out notices of meetings; maintain appointment calendars; reserve facilities; collect and compile information for meetings, projects and workshops.
- Prepare agenda items and back-up materials for a variety of meetings; prepare charts and statistical information as needed; attend meetings and take and transcribe minutes; and ensure meeting materials are organized and posted appropriately after meetings.

Administrative Assistant Job Description
Board Approved: [Month, Year]

- Assist with posting materials and notices online to the website or other social media sources; develop marketing materials to promote the school through online platforms, community networks and partners.
- Maintain a variety of complex staff records, lists, files and records including confidential materials.
- Monitor assigned budgets and assure that accounts are accurate and expenditures are within federal or state requirements; collect and account for fees; initiate purchases, monitor debit card expenses; code and upload invoices through the electronic share drive or software; process employee expense reimbursements and banking procedures as assigned.
- Keep management informed regarding various records, budgets, accounts, and program information.
- Inventory, order, receive and distribute office supplies and materials; communicate with vendors to obtain price quotes.
- Inventory, order, receive and distribute office supplies and materials; communicate with vendors to obtain price quotes.
- Coordinate travel and conference arrangements for staff as necessary; prepare related forms and reimbursements.
- Operate a variety of office equipment including a copier, operate a computer and assigned software; schedule maintenance and ensure equipment is operational; record information and generate lists, reports and other materials.
- Develop and implement office procedures to assure complete and timely operations; create office forms which facilitate workflow.
- Assist assigned supervisor by performing research and special projects as requested.
- Attend and participate in a variety of in-person and virtual trainings and meetings.
- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours.
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner; ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).

Additional Responsibilities

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student

Administrative Assistant Job Description
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enrollment.

- Performs additional related duties as assigned.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner conferences or other meetings.

Knowledge and Abilities

The role requires a comprehensive understanding of administrative functions, telephone etiquette, and school's framework, alongside a grasp of applicable regulations. Proficiency in financial documentation, English grammar, interpersonal communication, and computer skills are essential. Knowledge of budgeting, data management, business writing, and customer relations is also required. The ideal candidate will efficiently handle complex administrative duties, coordinate office tasks, resolve issues, and prioritize with little oversight. Analytical thinking, clear writing, timely project execution, and strong relationship-building are key. Familiarity with legal and procedural guidelines, data entry, office equipment, and maintaining confidentiality is crucial. The ability to organize amidst disruptions, compile reports, and communicate effectively, while contributing to team dynamics, is also vital.

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications.

Physical Demands

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

Work Environment

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

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Administrative Assistant Job Description
Board Approved: [Month, Year]

Employee Acknowledgement

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

Employee Signature

Printed Name

Date

Administrative Assistant Job Description
Board Approved: [Month, Year]



Administrative Services Technician Job Description

Reports To: Director or designee

FLSA Status: Exempt/Non-Exempt

Classification: Classified

Work Year: 12 months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

The Administrative Services Technician role plays a pivotal role in supporting the management team by undertaking a wide range of duties. These responsibilities include managing intricate administrative tasks, providing comprehensive support of the administrative office, and contributing to the execution of special projects and student-related activities within the school. This role ~~requires demands~~ a high level of organizational skills, the ability to handle multiple tasks simultaneously, and a commitment to ensuring efficient and effective operational and instructional support functions.

Minimum Qualifications

- A minimum of three years of progressive administrative experience, showcasing a broad range of skills in administrative and office management support.
- Completion of high school or its equivalent, with additional education or training in business, office management, marketing, or a related discipline.
- Access to reliable transportation.
- Completion of state and federal background checks (LiveScan) as required for working with students, in accordance with Education Code Section 44237. Employment is contingent upon clearance confirmation by Human Resources.
- A recent TB test result, obtained within the last 60 days, with subsequent tests every four years, as per Education Code Section 49406.

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**

- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**~~A collaborative team member with a passion for continuous learning~~
- ~~● Flexible and adaptable to changing environments~~
- ~~● Receptive to diverse perspectives and goals~~
- ~~● Skilled in resolving conflicts effectively~~
- ~~● Committed to upholding the School's vision and mission with integrity~~

Essential Duties and Responsibilities

- Manages organizational databases and operational systems to maintain, track, analyze, and report on a variety of program, student, and organizational data.~~Overseeing a school database to manage and report on student data such as attendance, grades, progress, test scores, and enrollment.~~
- Preparing data files for electronic submission to state and educational agencies like CALPADS and CRDC.
- Providing program information and handling daily communication with students, staff, and the community, including managing phone inquiries.
- Administers the school website and ensures required public notices, compliance documents, and organizational information are accurately maintained and published in accordance with applicable laws and regulations.
- ~~● Organizing student assessments, maintaining the school website, and coordinating with service providers and vendors.~~
- ~~● Managing invoice processing, monitoring school expenses, and ensuring timely payments with the Accounts Payable department.~~
- Coordinates with vendors and service providers, including processing invoices, monitoring expenditures, and facilitating timely payments in collaboration with the Accounts Payable department.
- Assisting the management team by handling administrative tasks, organizing office activities, and managing communication flow.
- Gathering information for reports, preparing documents, and handling a variety of forms related to school functions.
- Continuously monitors changes in applicable laws, regulations, policies, and industry best practices, assesses their impact on school operations, and advises management on necessary policy, procedural, and compliance-related modifications.~~Continuously monitors and reviews changes in federal and state laws, regulations, and policies, as well as industry best practices, to ensure the school remains up to date and compliant in all operational, educational, and administrative areas.~~

Administrative Services Technician Job Description
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- ~~Analyzes the impact of legislative and regulatory updates, providing recommendations to management on necessary policy or procedural adjustments.~~
- Drafts communications, managing office files, and creating materials for school operations.
- Arranging meetings, maintaining calendars, and compiling information for various school events and workshops.
- Sorting incoming mail, preparing outgoing correspondence, and operating office machinery.
- Supporting the implementation of new procedures and office workflows to enhance efficiency.
- Conducting research and special projects as directed by the administrator.
- Engaging in professional development and participating in meetings, training sessions, and events to maintain competency.
- ~~Perform related duties as assigned.~~

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.
- ~~Ensure timely responses to all school-related communications, including letters, phone calls, voicemails, and emails, within one business day.~~
- ~~Record and communicate all formal student disciplinary actions to the school administration, assist in resolving grievances from students and educational partners promptly, and adhere to the requirements of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).~~
- ~~Performs additional related duties as assigned. Undertake any other duties as directed.~~

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner parent conferences or other meetings.

Knowledge and Abilities

Successful performance in this role requires a deep understanding of administrative office operations, including telephone etiquette and the organization's structure, policies, and objectives. Familiarity with

Administrative Services Technician Job Description
Board Approval: Month, Year

relevant laws, financial record-keeping, and the ability to prepare reports is essential. Proficiency in English, effective interpersonal communication, and computer literacy are also critical. The individual should be skilled in budget monitoring, data organization, business writing, and customer service.

Duties involve complex administrative tasks to support the administrator, managing office activities efficiently, and handling issues and complaints adeptly. The ability to work independently, set priorities, and take decisive action is crucial. The role ~~requires demands~~ the creation of various written materials, ensuring timely project completion, and fostering collaborative relationships. A thorough understanding of applicable regulations, competent data entry, and equipment operation are required. Responsibilities also include maintaining financial records, safeguarding confidential information, managing workload amidst interruptions, and compiling data for reports. Effective verbal and written communication, along with a collaborative spirit, is key to contributing positively to the team and enhancing best practices.

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications. ~~To perform this job successfully, an individual must be proficient utilizing Microsoft Office applications, and a variety of web-based applications, have the ability to utilize the Internet to conduct research and participate in virtual meetings, and respond to a high volume of emails in a timely manner.~~

Physical Requirements~~Physical Demands~~

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

Work Environment

This position operates in a virtual home office environment requiring a flexible schedule and the ability to travel for student support, meetings, and school events. The role involves moderate noise levels, indoor and outdoor work in varying temperatures, and the necessity for personal transportation capable

Administrative Services Technician Job Description
Board Approval: Month, Year

of 200-mile daily travel. Reasonable accommodations are provided for those with disabilities.

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

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

Employee Acknowledgement

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

Employee Signature

Printed Name

Date



Administrative Services Technician

Job Description

Reports To: Director or designee

FLSA Status: Exempt/Non-Exempt

Classification: Classified

Work Year: 12 months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

The Administrative Services Technician role plays a pivotal role in supporting the management team by undertaking a wide range of duties. These responsibilities include managing intricate administrative tasks, providing comprehensive support of the administrative office, and contributing to the execution of special projects and student-related activities within the school. This role requires a high level of organizational skills, the ability to handle multiple tasks simultaneously, and a commitment to ensuring efficient and effective operational and instructional support functions.

Minimum Qualifications

- A minimum of three years of progressive administrative experience, showcasing a broad range of skills in administrative and office management support.
- Completion of high school or its equivalent, with additional education or training in business, office management, marketing, or a related discipline.
- Access to reliable transportation.
- Completion of state and federal background checks (LiveScan) as required for working with students, in accordance with Education Code Section 44237. Employment is contingent upon clearance confirmation by Human Resources.
- A recent TB test result, obtained within the last 60 days, with subsequent tests every four years, as per Education Code Section 49406.

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**

Administrative Services Technician Job Description
Board Approved: Month, Year

- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**

Essential Duties and Responsibilities

- Manages organizational databases and operational systems to maintain, track, analyze, and report on a variety of program, student, and organizational data.
- Preparing data files for electronic submission to state and educational agencies
- Providing program information and handling daily communication with students, staff, and the community, including managing phone inquiries.
- Administers the school website and ensures required public notices, compliance documents, and organizational information are accurately maintained and published in accordance with applicable laws and regulations.
- Coordinates with vendors and service providers, including processing invoices, monitoring expenditures, and facilitating timely payments in collaboration with the Accounts Payable department.
- Assists the management team by handling administrative tasks, organizing office activities, and managing communication flow.
- Gathering information for reports, preparing documents, and handling a variety of forms related to school functions.
- Continuously monitors changes in applicable laws, regulations, policies, and industry best practices, assesses their impact on school operations, and advises management on necessary policy, procedural, and compliance-related modifications.
- Drafts communications, managing office files, and creating materials for school operations.
- Arranging meetings, maintaining calendars, and compiling information for various school events and workshops.
- Sorting incoming mail, preparing outgoing correspondence, and operating office machinery.
- Supporting the implementation of new procedures and office workflows to enhance efficiency.
- Conducting research and special projects as directed by the administrator.
- Engaging in professional development and participating in meetings, training sessions, and events to maintain competency.

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California

Administrative Services Technician Job Description
Board Approval: Month, Year

Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)

- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner parent conferences or other meetings.

Knowledge and Abilities

Successful performance in this role requires a deep understanding of administrative office operations, including telephone etiquette and the organization's structure, policies, and objectives. Familiarity with relevant laws, financial record-keeping, and the ability to prepare reports is essential. Proficiency in English, effective interpersonal communication, and computer literacy are also critical. The individual should be skilled in budget monitoring, data organization, business writing, and customer service.

Duties involve complex administrative tasks to support the administrator, managing office activities efficiently, and handling issues and complaints adeptly. The ability to work independently, set priorities, and take decisive action is crucial. The role requires the creation of various written materials, ensuring timely project completion, and fostering collaborative relationships. A thorough understanding of applicable regulations, competent data entry, and equipment operation are required. Responsibilities also include maintaining financial records, safeguarding confidential information, managing workload amidst interruptions, and compiling data for reports. Effective verbal and written communication, along with a collaborative spirit, is key to contributing positively to the team and enhancing best practices.

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications.

Physical Requirements

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

Administrative Services Technician Job Description
Board Approval: Month, Year

Work Environment

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

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

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

Employee Signature

Printed Name

Date



Community Program Specialist

Job Description

Reports To: Director or designee

FLSA Status: Exempt

Classification: Classified

Work Year: 12 months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. The Community Program Specialist serves as a key connector between students, families, educational partners, community organizations, and school staff, supporting a comprehensive approach to student recruitment, enrollment, engagement, attendance, persistence, and overall student success. This role is responsible for organizing and implementing outreach and recruitment strategies, managing prospective student inquiries, assisting with enrollment and orientation processes, and serving as a primary point of contact for students as they navigate their educational pathway. Through proactive communication and service coordination, the Community Program Specialist supports students and families from initial inquiry through enrollment, engagement, and ongoing success within the program.

Working collaboratively with instructional, counseling, and student services staff, the Community Program Specialist identifies and addresses barriers to student success through attendance monitoring, student support efforts, intervention coordination, and referrals to appropriate academic and community-based resources. The position actively develops and maintains partnerships with community organizations, represents the school at outreach and partnership events, and promotes a positive, student-centered experience through responsive customer service, strong communication, effective documentation, and consistent follow-through. Through ongoing professional growth and collaboration, the Community Program Specialist strengthens support networks, enhances student engagement, and contributes to a culture of belonging, persistence, and achievement.

~~The Community Program Specialist is a key role responsible for organizing and overseeing the strategy and planning of student recruitment and engagement efforts. This role involves proactively communicating with prospective student leads, and responding to inquiries, and tracking student success. The Community Program Specialist facilitates communications with students and educational partners, explaining available school and community resources. They collaborate with student services and instructional staff on student programs and work with the counseling team to support students experiencing barriers to their education. Additionally, they engage with community organizations for outreach, plan and participate in recruitment activities, and provide high quality customer service to the school community. The Community Program Specialist also focuses on position development and mentorship, fostering positive relationships between the student services staff, school community, and~~

Community Program Specialist Job Description
Board Approval: [Month, Year]

~~other educational partners. They introduce students to resources, assist with registration and orientations, and build rapport to find resources that best fit the individual needs of students. By liaising with community partners and representing the school in meetings, they secure services and strengthen support networks for students. The Community Program Specialist monitors attendance and performance alongside the instructional staff, to identify support needs, handles administrative tasks, offers technical guidance, and ensures efficient communication. Engaging in professional development and contributing to student engagement initiatives, they enhance the overall student experience.~~

Minimum Qualifications

- Preferred: Four years of experience in an educational or social work setting, focusing on enhancing individuals' access to services, coupled with administrative and data entry skills. Responsibilities include project organization, developing communication strategies, and delivering exceptional customer service.
- Access to reliable transportation
- Obtain state and federal background clearance (LiveScan) as per Education Code Section 44237, with HR verification required before starting work.
- Provide proof of a recent clear TB test (within the last 60 days) upon hiring, with updates every four years in accordance with Education Code Section 49406.
- ~~Mandatory: State and federal background check (LiveScan) clearance, as required by Education Code Section 44237, to work with students. Employment is contingent upon clearance confirmation by Human Resources.¶¶~~
- ~~Required: A recent TB test result, obtained within the last 60 days as per Education Code Section 49406, with subsequent tests every four years.~~

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**
- ~~A collaborative team member with a passion for continuous learning¶¶~~
- ~~Flexible and adaptable to changing environments¶¶~~

Community Program Specialist Job Description
Board Approval: [Month, Year]

- ~~Receptive to diverse perspectives and goals~~
- ~~Skilled in resolving conflicts effectively~~
- ~~Committed to upholding the School's vision and mission with integrity~~

Essential Duties and Responsibilities:

- Meet in person with community organizations/agencies, students, families, staff, and educational partners three to four days per week.
- Develops and maintains strong relationships with community-based agencies and organizations to support student needs and expand access to resources
- Coordinates with community partners to connect students and families to services that address barriers contributing to chronic absenteeism and support consistent engagement ~~Proactively communicate and follow up with prospective student leads and inquiries.~~
- Develops, formalizes, and maintains partnership agreements (e.g., MOUs), and manages systems for tracking outreach, engagement, and prospective student data ~~Research, develop, and draft contract terms for partnerships with community organizations, formalizing agreements through Memorandums of Understanding (MOUs) to support collaborative initiatives with the school.~~
- Use the Student Information System to track prospective students, call logs, and student inquiries.
- Lead communications and strategies of Student Success Coordinators. Advise on prospective student groups, community organizations, and outreach and recruitment events.
- Explain community resources available to prospective and current students at outreach events, community meetings and other public platforms.
- Coordinates with community partners to connect students and families to services that address barriers contributing to chronic absenteeism and support consistent engagement
- Supports outreach and enrollment efforts by leveraging community partnerships to identify, recruit, and re-engage prospective and current students ~~Collaborate with employees on programs for current and prospective students and work with the counseling team to ensure the accuracy of current resources and contacts to assist with students experiencing barriers to school engagement.~~
- ~~Engage with community organizations, schools, and agencies for outreach and recruitment.~~
- Plan, develop, coordinate, present, and participate in outreach activities and recruitment sessions, both virtual and in-person, to increase student enrollment.
- Provide high-quality customer service to all educational and community partners, including prospective students, educational partners, educational rights holders, other departments, and external organizations.
- Collaborates with internal teams, including counseling and student services, to ensure students are connected to appropriate resources and supports ~~Provide guidance and direction to Student Services staff to introduce new students to available resources and services, assist with registration and orientations, and build rapport with students.~~
- Collect feedback from students and families to refine and enhance support services.
- Foster positive relationships between the school, educational partners and community, linking students and families with comprehensive community resources and social services.

Community Program Specialist Job Description
 Board Approval: [Month, Year]

- Serve as a liaison with community partners to secure services and resources and represent the school in community meetings.
- Respond to phone calls and emails related to student inquiries, adhering to school guidelines.
- ~~Analyze student attendance and performance to identify support needs and contribute to student engagement initiatives.~~
- Handle administrative tasks, including drafting correspondence, managing records, and organizing documents, ensuring efficient communication.
- Offer technical guidance to the school community on policies and procedures and ~~as it relates to community programs, partnerships and outreach~~ ~~provide basic tech support to students.~~
- Engage in professional development activities, stay updated on educational trends, and participate in meetings and training.
- Document and report formal disciplinary actions involving students, ensuring compliance with the Child Abuse and Neglect Reporting Act.

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner parent conferences or other meetings.

Knowledge and Abilities

To excel in the role of Community Program Specialist, an individual must adeptly perform all essential duties, drawing upon a diverse set of required knowledge, skills, and abilities. This position involves managing and overseeing the strategy and planning of student recruitment and engagement efforts, requiring a deep understanding of the school's organizational structure, operational procedures, policies, and objectives. Proficiency in applicable laws, codes, rules, and regulations is essential, as is a strong command of correct English usage, including grammar, spelling, punctuation, and vocabulary. Effective interpersonal communication, characterized by tact, patience, and courtesy, is crucial, as are strong

Community Program Specialist Job Description
Board Approval: [Month, Year]

verbal and written communication skills. The role also ~~requires demands~~ competence in operating computers and associated software, alongside methodologies for data collection, organization, research, record-keeping, and report writing. Additionally, an understanding of customer service and public relations techniques is valuable.

The capacity to resolve issues, address complaints, and manage concerns effectively is paramount. This includes analyzing situations with precision and formulating impactful strategies. Timeliness and efficiency in completing assessments, projects, and activities are expected, as is the ability to forge and sustain cooperative working relationships. The Community Program Specialist must interpret and elucidate laws, codes, rules, regulations, policies, and procedures, operate various equipment, and maintain financial and statistical records with the utmost confidentiality. Planning and organizing sessions, managing tasks amidst interruptions, compiling and verifying data, and preparing reports are also integral to the role. The Community Program Specialist must communicate effectively, both verbally and in writing, ensuring accuracy in grammar, spelling, and punctuation. Participation as an engaged team leader, aiming to enhance knowledge and skills for the delivery of best practices, underscores the collaborative and dynamic nature of this position. Additionally, the Community Program Specialist focuses on employee development and mentorship, fostering a supportive environment for team growth and professional development.

Use of Computer Technology

~~Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications. To perform this job successfully, an individual must be proficient utilizing Microsoft Office applications, and a variety of web-based applications, have the ability to utilize the Internet to conduct research and participate in virtual meetings, and respond to a high volume of emails in a timely manner.~~

Physical Demands

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

Work Environment

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

Community Program Specialist Job Description
Board Approval: [Month, Year]

Hazards

Employees may encounter challenging interactions with dissatisfied individuals. ~~The role involves potential physical hazards from intervening in altercations and dealing with dissatisfied individuals.~~

Employee Acknowledgement

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

Employee Signature

Printed Name

Date

Community Program Specialist Job Description
Board Approval: [Month, Year]



Community Program Specialist

Job Description

Reports To: Director or designee

FLSA Status: Exempt

Classification: Classified

Work Year: 12 months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. The Community Program Specialist serves as a key connector between students, families, educational partners, community organizations, and school staff, supporting a comprehensive approach to student recruitment, enrollment, engagement, attendance, persistence, and overall student success. This role is responsible for organizing and implementing outreach and recruitment strategies, managing prospective student inquiries, assisting with enrollment and orientation processes, and serving as a primary point of contact for students as they navigate their educational pathway. Through proactive communication and service coordination, the Community Program Specialist supports students and families from initial inquiry through enrollment, engagement, and ongoing success within the program.

Working collaboratively with instructional, counseling, and student services staff, the Community Program Specialist identifies and addresses barriers to student success through attendance monitoring, student support efforts, intervention coordination, and referrals to appropriate academic and community-based resources. The position actively develops and maintains partnerships with community organizations, represents the school at outreach and partnership events, and promotes a positive, student-centered experience through responsive customer service, strong communication, effective documentation, and consistent follow-through. Through ongoing professional growth and collaboration, the Community Program Specialist strengthens support networks, enhances student engagement, and contributes to a culture of belonging, persistence, and achievement.

Minimum Qualifications

- Preferred: Four years of experience in an educational or social work setting, focusing on enhancing individuals' access to services, coupled with administrative and data entry skills. Responsibilities include project organization, developing communication strategies, and delivering exceptional customer service.
- Access to reliable transportation
- Obtain state and federal background clearance (LiveScan) as per Education Code Section 44237, with HR verification required before starting work.

Community Program Specialist Job Description
Board Approval: [Month, Year]

- Provide proof of a recent clear TB test (within the last 60 days) upon hiring, with updates every four years in accordance with Education Code Section 49406.

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**

Essential Duties and Responsibilities:

- Meet in person with community organizations/agencies, students, families, staff, and educational partners three to four days per week.
- Develops and maintains strong relationships with community-based agencies and organizations to support student needs and expand access to resources
- Coordinates with community partners to connect students and families to services that address barriers contributing to chronic absenteeism and support consistent engagement
- Develops, formalizes, and maintains partnership agreements (e.g., MOUs), and manages systems for tracking outreach, engagement, and prospective student data
- Use the Student Information System to track prospective students, call logs, and student inquiries.
- Lead communications and strategies of Student Success Coordinators. Advise on prospective student groups, community organizations, and outreach and recruitment events.
- Explain community resources available to prospective and current students at outreach events, community meetings and other public platforms.
- Coordinates with community partners to connect students and families to services that address barriers contributing to chronic absenteeism and support consistent engagement
- Supports outreach and enrollment efforts by leveraging community partnerships to identify, recruit, and re-engage prospective and current students
- Plan, develop, coordinate, present, and participate in outreach activities and recruitment sessions, both virtual and in-person, to increase student enrollment.

Community Program Specialist Job Description
Board Approval: [Month, Year]

- Provide high-quality customer service to all educational and community partners, including prospective students, educational partners, educational rights holders, other departments, and external organizations.
- Collaborates with internal teams, including counseling and student services, to ensure students are connected to appropriate resources and supports
- Collect feedback from students and families to refine and enhance support services.
- Foster positive relationships between the school, educational partners and community, linking students and families with comprehensive community resources and social services.
- Serve as a liaison with community partners to secure services and resources and represent the school in community meetings.
- Respond to phone calls and emails related to student inquiries, adhering to school guidelines.
- Handle administrative tasks, including drafting correspondence, managing records, and organizing documents, ensuring efficient communication.
- Offer technical guidance to the school community on policies and procedures and as it relates to community programs, partnerships and outreach
- Engage in professional development activities, stay updated on educational trends, and participate in meetings and training.
- Document and report formal disciplinary actions involving students, ensuring compliance with the Child Abuse and Neglect Reporting Act.

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner parent conferences or other meetings.

Knowledge and Abilities

To excel in the role of Community Program Specialist, an individual must adeptly perform all essential duties, drawing upon a diverse set of required knowledge, skills, and abilities. This position involves managing and overseeing the strategy and planning of student recruitment and engagement efforts,

Community Program Specialist Job Description
Board Approval: [Month, Year]

requiring a deep understanding of the school's organizational structure, operational procedures, policies, and objectives. Proficiency in applicable laws, codes, rules, and regulations is essential, as is a strong command of correct English usage, including grammar, spelling, punctuation, and vocabulary. Effective interpersonal communication, characterized by tact, patience, and courtesy, is crucial, as are strong verbal and written communication skills. The role also requires competence in operating computers and associated software, alongside methodologies for data collection, organization, research, record-keeping, and report writing. Additionally, an understanding of customer service and public relations techniques is valuable.

The capacity to resolve issues, address complaints, and manage concerns effectively is paramount. This includes analyzing situations with precision and formulating impactful strategies. Timeliness and efficiency in completing assessments, projects, and activities are expected, as is the ability to forge and sustain cooperative working relationships. The Community Program Specialist must interpret and elucidate laws, codes, rules, regulations, policies, and procedures, operate various equipment, and maintain financial and statistical records with the utmost confidentiality. Planning and organizing sessions, managing tasks amidst interruptions, compiling and verifying data, and preparing reports are also integral to the role. The Community Program Specialist must communicate effectively, both verbally and in writing, ensuring accuracy in grammar, spelling, and punctuation. Participation as an engaged team leader, aiming to enhance knowledge and skills for the delivery of best practices, underscores the collaborative and dynamic nature of this position. Additionally, the Community Program Specialist focuses on employee development and mentorship, fostering a supportive environment for team growth and professional development.

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications.

Physical Demands

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

Work Environment

This position operates in a virtual home office environment requiring a flexible schedule and the ability to travel for student support, meetings, and school events. The role involves moderate noise levels, indoor and outdoor work in varying temperatures, and the necessity for personal transportation capable

Community Program Specialist Job Description
Board Approval: [Month, Year]

of 200-mile daily travel. Reasonable accommodations are provided for those with disabilities.

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

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

Employee Signature

Printed Name

Date

Community Program Specialist Job Description
Board Approval: [Month, Year]



Content Area Learning Specialist (Math, Science, History, ELA)

Job Description

Reports To: Director or designee

FLSA Status: Non-Exempt

School Classification: Certificated

Work Year: 11 Months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California ~~(San Diego County, Riverside County, Orange County, and Imperial County).~~

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. While we do not have a physical campus, our learning facilitators and support staff meet with students in person on a weekly basis at mutually agreed-upon locations within their communities. These regular in-person meetings are a core component of our educational model, ensuring students receive the support, guidance, and connection they need to succeed. Weekly in-person meetings with students ~~are~~ an essential part of this role.

The Content Area Learning Specialist plays a pivotal role in assisting students to achieve their learning objectives. This specialist will work in tandem with learning facilitators and educational partners, providing essential support to students navigating courses within the independent study program. It is imperative for learning specialists to embody and promote the school's core mission, embodying its values, philosophy, and adhering to established policies and procedures. **All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community.**

Minimum Qualifications

- Must possess a valid California teaching credential, with preference for authorization to teach English learners.
- Access to reliable transportation.
- Must pass state and federal background checks and provide a recent TB clearance.

General skills

- **Active listening and clear communication, with the ability to understand needs and respond appropriately. (We Pursue Gratitude)**

*Content Area Teacher Job Description
Board Approved: To be approved March 2024*

- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**
- ~~Team-oriented with a commitment to lifelong learning.~~
- ~~Adaptable, open-minded, and proficient in conflict resolution.~~
- ~~Strong interpersonal communication skills and integrity in upholding the school's values.~~

Essential Duties and Responsibilities

~~Course Management:~~

- Support student learning under the direction of the student's assigned Learning Facilitator in the specified content area
- ~~Grade assignments according to school guidelines.~~
- ~~Set up courses using departmental standards.~~
- Provide constructive feedback to students.
- ~~Keep gradebook current, ensuring timely entry of grades~~
- Utilize the Learning Management System (LMS) for course administration and student engagement.

~~Student Support:~~

- Identify and assist students who are underperforming or behind.
- Work with the ~~Learning home study coordinator and Facilitators~~ to enhance student and program outcomes.
- ~~Timely completion of special education documentation and participation in IEP meetings as necessary.~~
- Engage in regular in-person and virtual student meetings.
- Engage in educational partner meetings upon request.

~~Professional Responsibilities:~~

- ~~Enforce exam policies.~~
- Participate in all required in-person, ~~and~~ virtual meetings and professional development.
- ~~Adhere to deadlines.~~
- Comply with school policies and legal reporting requirements.
- Maintain accurate records and communication logs.
- Be available during office hours for student support.

- Respond to educational partners within specified timeframes.

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.
- ~~Report disciplinary actions and address student/educational partners complaints in line with school policy and California Penal Code Section 11166.¶~~
- ~~Assist with proctoring during testing periods.¶~~
- ~~Performs additional related duties as assigned. Fulfill other duties as assigned.~~

Knowledge and Abilities

Possesses knowledge of middle and high school curriculum, instructional design, independent study models, and research-based learning strategies that support diverse student needs and academic achievement. Demonstrates an understanding of assessment practices, progress monitoring, special education supports, and applicable laws and regulations related to student learning and educational services. Able to design, implement, and adjust instructional supports based on student data, including providing targeted one-on-one and group assistance to improve student engagement and outcomes. Proficient in the use of educational technology and digital learning tools, with the ability to troubleshoot basic issues and support accessible, effective learning environments. Exhibits strong communication, organizational, and collaboration skills, with the ability to build positive relationships with students, families, staff, and educational partners while maintaining professionalism and confidentiality. ~~To excel in this role, individuals must possess a deep understanding of curriculum development and learning support methods, tailored to meet the diverse needs of students in middle school and high school. This encompasses knowledge of effective learning support strategies for both group and one-on-one settings within an independent study framework, alongside the ability to foster student motivation and conduct through proven educational techniques. Familiarity with assessment methods, special education practices, and a grasp of relevant legal standards is essential. Additionally, proficiency in utilizing digital tools and resources, including troubleshooting basic technical issues, is crucial for facilitating accessible and engaging learning experiences.¶~~

~~Candidates should demonstrate the ability to design and implement research-backed curricula that effectively enhance student achievement. This includes setting clear educational objectives, employing varied learning support methods to accommodate individual learning styles, and conducting thorough evaluations of student progress. Effective communication, organizational skills,~~

~~and conflict resolution are paramount, ensuring that interactions with students, educational partners, and colleagues are constructive and professional. The role requires demands a commitment to maintaining confidentiality, sensitivity to diverse backgrounds, and the ability to manage time and resources efficiently. A proactive, adaptable approach, coupled with a readiness to support the community's needs, underscores the ideal candidate's profile.~~

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner conferences or other meetings.

Use of Computer Technology

~~Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications. Skilled in using educational software, Google Suite applications, Microsoft Office, and web-based tools for effective learning support and communication.~~

Physical Demands

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

Work Environment

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

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

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

~~description summarizes key responsibilities and requirements and is not exhaustive. Employees may perform additional duties as assigned, aligning with the school's needs and goals.~~

Employee Signature

Printed Name

Date

Content Area Learning Specialist Job Description
Board Approval: *Month Year*



Content Area Learning Specialist (Math, Science, History, ELA)

Job Description

Reports To: Director or designee

FLSA Status: Non-Exempt

School Classification: Certificated

Work Year: 11 Months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. While we do not have a physical campus, our learning facilitators and support staff meet with students in person on a weekly basis at mutually agreed-upon locations within their communities. These regular in-person meetings are a core component of our educational model, ensuring students receive the support, guidance, and connection they need to succeed. Weekly in-person meetings with students are an essential part of this role.

The Content Area Learning Specialist plays a pivotal role in assisting students to achieve their learning objectives. This specialist will work in tandem with learning facilitators and educational partners, providing essential support to students navigating courses within the independent study program. It is imperative for learning specialists to embody and promote the school's core mission, embodying its values, philosophy, and adhering to established policies and procedures. All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community.

Minimum Qualifications

- Must possess a valid California teaching credential, with preference for authorization to teach English learners.
- Access to reliable transportation.
- Must pass state and federal background checks and provide a recent TB clearance.

Content Area Teacher Job Description
Board Approved: Month, Year

General skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**

Essential Duties and Responsibilities

- Support student learning under the direction of the student's assigned Learning Facilitator in the specified content area
- Provide constructive feedback to students.
- Utilize the Learning Management System (LMS) for course administration and student engagement.
- Identify and assist students who are underperforming or behind.
- Work with the Learning Facilitator to enhance student and program outcomes.
- Engage in regular in-person and virtual student meetings.
- Engage in educational partner meetings upon request.
- Participate in all required in-person, virtual meetings and professional development.
- Comply with school policies and legal reporting requirements.
- Maintain accurate records and communication logs.
- Be available during office hours for student support.
- Respond to educational partners within specified timeframes.

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student

Content Area Learning Specialist Job Description
Board Approval: *Month Year*

enrollment.

- Performs additional related duties as assigned.

Knowledge and Abilities

Possesses knowledge of middle and high school curriculum, instructional design, independent study models, and research-based learning strategies that support diverse student needs and academic achievement. Demonstrates an understanding of assessment practices, progress monitoring, special education supports, and applicable laws and regulations related to student learning and educational services. Able to design, implement, and adjust instructional supports based on student data, including providing targeted one-on-one and group assistance to improve student engagement and outcomes. Proficient in the use of educational technology and digital learning tools, with the ability to troubleshoot basic issues and support accessible, effective learning environments. Exhibits strong communication, organizational, and collaboration skills, with the ability to build positive relationships with students, families, staff, and educational partners while maintaining professionalism and confidentiality.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner conferences or other meetings.

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications.

Physical Demands

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

Work Environment

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

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

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

Employee Signature

Printed Name

Date



English Learner (EL) Testing Assistant Job Description

Reports To: Director or designee

FLSA Status: Non-Exempt

Classification: Classified

Work Year: 12 Months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. The EL Testing Assistant supports the administration and coordination of English language proficiency assessments for English learner students. This role is responsible for scheduling and conducting testing, maintaining accurate student records and testing data, entering results into the data entry systems, and supporting compliance with state and federal requirements related to English learners. The position also provides administrative and instructional support as needed to assist student learning and school operations. All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community. ~~The EL Testing Assistant plays a crucial role in organizing and conducting standardized language proficiency assessments for students whose primary language is not English, ensuring they receive appropriate support and services tailored to their linguistic capabilities. This individual is tasked with analyzing test responses, accurately documenting the outcomes in the student information system, and undertaking various administrative tasks, such as data entry. Additionally, the EL Testing Assistant may take on supplementary instructional responsibilities as needed, further contributing to the educational support of English learners.~~

Minimum Qualifications

- Have a minimum of six months experience as an instructional assistant or similar experience with students in an educational setting.
- Hold a secondary school diploma or equivalent, plus at least 48 semester hours of higher education; or associate's degree or higher and pass a comprehensive assessment in reading, writing, and mathematics, meeting State and Federal standards.
- Bilingual English/Spanish skills are preferred for certain roles.
- Access to reliable transportation.
- Obtain state and federal background clearance (LiveScan) as per Education Code Section 44237 before starting work.

EL Testing Assistant Job Description

Board Approved: ~~To be approved~~ Month, Year ~~March 2024~~

- Provide proof of a recent (within 60 days) clear TB test upon hiring, with updates every four years.

Additionally, the ideal candidate will be adept at:

- Coordinating with students to schedule meetings, providing necessary session details, and efficiently managing no-shows and rescheduling.
- Initiating test sessions, granting student access, and overseeing their progress.
- Troubleshooting access issues and ensuring smooth test participation for students.
- Conducting real-time test administration and scoring.
- Inputting final scores into the Test Administrator Interface upon completion of testing.

~~At a minimum, candidates must be capable of setting up test sessions, overseeing the assessment process, and performing paper-based scoring as the test proceeds. Provided a testing calendar is maintained, support for technical issues will be available from Victor and/or myself, and I will handle the entry of student responses into the scoring system.~~

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**
- ~~A collaborative team member with a passion for continuous learning.¶¶~~
- ~~Flexible and adaptable to changing environments.¶¶~~
- ~~Receptive to diverse perspectives and goals.¶¶~~
- ~~Skilled in resolving conflicts effectively.¶¶~~
- ~~Committed to upholding the School's vision and mission with integrity.~~

Essential Duties and Responsibilities

- Conduct standardized language proficiency tests in English and another specified language for non-English native speakers or English language learners.

- ~~Deliver scripted instructions, assess, score, and document test responses using established rubrics.~~
- Collect student information and complete necessary testing documentation.
- Travel to student locations to facilitate testing, including session setup, test access assistance, and progress monitoring.
- Input student data into the information system and communicate test outcomes and placement details to educational partners or guardians.
- Organize and adjust testing schedules to adhere to deadlines.
- Provide learning support in various subjects and settings, potentially including community locations.
- ~~Support the learning facilitator by managing Independent Study documentation and ensuring compliance.~~
- ~~Employ diverse educational techniques like discussions, games, and coaching to meet learning objectives.~~
- Supervise and motivate students in various settings to maintain focus and engagement.
- Prepare and adapt educational materials, manage records, and operate educational equipment.
- ~~Assist with administering and grading assessments in line with learning facilitator instructions.~~
- ~~Fulfill required reporting duties to safeguard student welfare.~~
- Engage in ongoing professional development and participate in educational meetings, trainings, and events.
- Contribute to school committees, student activities, and broader program initiatives.

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.
- ~~Ensure timely responses to all school-related communications, including letters, phone calls, voicemails, and emails, within one business day.¶¶~~
- ~~Record and communicate all formal student disciplinary actions to the school administration, assist in resolving grievances from students and educational partners promptly, and adhere to the requirements of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).¶¶~~
- ~~Performs additional related duties as assigned. Undertake any other duties as directed.~~

EL Testing Assistant Job Description
Board Approval: M

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner conferences or other meetings.

Knowledge and Abilities

Successful performance in this role requires knowledge of English language development, English language proficiency assessment practices, basic instructional strategies, and foundational academic skills in reading, writing, and mathematics, along with an understanding of culturally responsive practices and student engagement strategies. Demonstrates the ability to accurately administer and support standardized English language proficiency assessments in accordance with established testing procedures, compliance requirements, and confidentiality standards. Exhibits strong verbal and written communication skills in English (and additional languages when required), with the ability to interact professionally and effectively with students, families, and staff while maintaining a calm, supportive, and structured testing environment. Skilled in organization, scheduling, data entry, and record management using technology systems, with the ability to coordinate multiple testing sessions, maintain accurate documentation, work independently, and consistently demonstrate attention to detail, reliability, and professionalism. ~~an individual to satisfactorily execute each critical task, with the necessary knowledge, skills, and abilities outlined below. The role requires demands a comprehensive understanding of strategies for supporting student academic instruction and behavior management, grounded in a solid grasp of child development and behavioral principles. Proficiency in core academic subjects such as arithmetic, reading, writing, grammar, and spelling is essential, alongside familiarity with basic instructional strategies and record-keeping practices. Awareness of cultural diversity and effective engagement methods is also crucial.~~

~~Candidates must possess the ability to communicate fluently in English, both verbally and in writing, and adeptly assist in educational foundational skills in reading, writing, and mathematics. Effective communication, timely and professional interaction, and proficient use of technology for administrative tasks are key competencies. The role requires the capacity to independently organize work, manage test schedules, and maintain professional relationships with students, educational partners, and colleagues. Flexibility, reliability, and precision in test administration and documentation are imperative. Discretion in maintaining confidentiality, adherence to program policies, and the ability to make judicious decisions in collaboration with the team are also vital. Establishing a positive rapport with students to foster their academic and social growth, and contributing constructively to a team environment, enhance the role's impact. For bilingual positions, fluency in a designated second language alongside English is required.~~

Physical Demands

The role requires meeting certain physical demands to perform job functions effectively. These include auditory and verbal communication, manual dexterity, computer and machinery operation, visual acuity for reading and student observation, flexibility for bending, kneeling, or crouching, as well as the ability to sit or stand for long durations. The position involves lifting up to 25 pounds independently and, with support, managing heavier loads. Additionally, driving to student meetings is necessary. Reasonable accommodations are available to support individuals with disabilities in fulfilling these requirements. ~~This job requires employees to meet specific physical demands to effectively perform their duties. These include the ability to communicate clearly through hearing and speaking, particularly for exchanging information, explaining instructional concepts, and engaging in discussions. Manual dexterity is essential for demonstrating activities, utilizing office equipment, and handling light objects. Visual acuity is necessary for reading materials and overseeing student activities, along with the capacity for close vision and focus adjustment. The role may involve bending, kneeling, crouching, squatting, crawling, twisting, and reaching to interact with students in various activities. Employees are expected to maintain the ability to sit or stand for prolonged periods, move about different educational settings, and lift items up to 25 pounds with or without support. Additionally, driving may be required to facilitate meetings with students. Reasonable accommodations will be provided to enable individuals with disabilities to fulfill these essential functions.~~

Use of Computer Technology

~~Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications. To perform this job successfully, an individual must be proficient utilizing Microsoft Office applications, and a variety of web-based applications, have the ability to utilize the Internet to conduct research and participate in virtual meetings, and respond to a high volume of emails in a timely manner.~~

Physical Demands

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

Work Environment

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

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

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

Employee Signature

Printed Name

Date

EL Testing Assistant Job Description
Board Approval: M



English Learner (EL) Testing Assistant Job Description

Reports To: Director or designee

FLSA Status: Non-Exempt

Classification: Classified

Work Year: 12 Months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. The EL Testing Assistant supports the administration and coordination of English language proficiency assessments for English learner students. This role is responsible for scheduling and conducting testing, maintaining accurate student records and testing data, entering results into the data entry systems, and supporting compliance with state and federal requirements related to English learners. The position also provides administrative and instructional support as needed to assist student learning and school operations. All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community.

Minimum Qualifications

- Have a minimum of six months experience as an instructional assistant or similar experience with students in an educational setting.
- Hold a secondary school diploma or equivalent, plus at least 48 semester hours of higher education; or associate's degree or higher and pass a comprehensive assessment in reading, writing, and mathematics, meeting State and Federal standards.
- Bilingual English/Spanish skills are preferred for certain roles.
- Access to reliable transportation.
- Obtain state and federal background clearance (LiveScan) as per Education Code Section 44237 before starting work.
- Provide proof of a recent (within 60 days) clear TB test upon hiring, with updates every four years.

Additionally, the ideal candidate will be adept at:

- Coordinating with students to schedule meetings, providing necessary session details, and efficiently managing no-shows and rescheduling.
- Initiating test sessions, granting student access, and overseeing their progress.

EL Testing Assistant Job Description
Board Approved: Month, Year

- Troubleshooting access issues and ensuring smooth test participation for students.
- Conducting real-time test administration and scoring.
- Inputting final scores into the Test Administrator Interface upon completion of testing.

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**

Essential Duties and Responsibilities

- Conduct standardized language proficiency tests in English and another specified language for non-English native speakers or English language learners.
- Collect student information and complete necessary testing documentation.
- Travel to student locations to facilitate testing, including session setup, test access assistance, and progress monitoring.
- Input student data into the information system and communicate test outcomes and placement details to educational partners or guardians.
- Organize and adjust testing schedules to adhere to deadlines.
- Provide learning support in various subjects and settings, potentially including community locations.
- Employ diverse educational techniques to meet learning objectives.
- Supervise and motivate students in various settings to maintain focus and engagement.
- Prepare educational materials, manage records, and operate educational equipment.
- Engage in ongoing professional development and participate in educational meetings, training, and events.
- Contribute to school committees, student activities, and broader program initiatives.

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner conferences or other meetings.

Knowledge and Abilities

Successful performance in this role requires knowledge of English language development, English language proficiency assessment practices, basic instructional strategies, and foundational academic skills in reading, writing, and mathematics, along with an understanding of culturally responsive practices and student engagement strategies. Demonstrates the ability to accurately administer and support standardized English language proficiency assessments in accordance with established testing procedures, compliance requirements, and confidentiality standards. Exhibits strong verbal and written communication skills in English (and additional languages when required), with the ability to interact professionally and effectively with students, families, and staff while maintaining a calm, supportive, and structured testing environment. Skilled in organization, scheduling, data entry, and record management using technology systems, with the ability to coordinate multiple testing sessions, maintain accurate documentation, work independently, and consistently demonstrate attention to detail, reliability, and professionalism.

Physical Demands

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

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications.

Work Environment

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

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

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

Employee Signature

Printed Name

Date



Executive Assistant to the Director

Job Description

Reports To: Director or Director Designee

FLSA Status: Exempt

Classification: Classified

Work Year: 12 months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

The Executive Assistant supports the Director, leadership team, and the Board of Directors, communicating with departments, administrators, outside agencies; arranging a variety of activities on behalf of the Director; composing a variety of complex materials; coordinating a variety of Director and/or Board projects, activities, and events; participating in and/or supporting a variety of meetings, workshops, and/or trainings; performing budget related duties; processing and maintaining a variety of complex documents and materials; researching and compiling data from diverse sources; and, scheduling and monitoring a variety of activities on behalf of the Director.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Five years of increasingly responsible administrative experience performing a wide variety of office management support duties and project management including marketing and communication initiatives preferably in a school environment.
- Graduation from high school or equivalent; a minimum of an associate's degree supplemented by college-level coursework or training in business, office management, marketing, or a related field; bachelor's degree in communications, marketing, or business is desirable.
- Access to reliable transportation.
- State and federal background clearance (LiveScan) to work with students (Education Code Section 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Education Code Section 49406) upon employment and thereafter updated every four years.

General Skills

- Active listening and clear communication, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- Inclusive practice, ensuring students, families, and colleagues are treated with respect and feel

Executive Assistant to the Director Job Description

Board Approval: Month, Year

they belong. **(All Are Welcome)**

- Student-focused support, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- Collaboration and service orientation, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- Use of feedback for improvement, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- Professionalism and reliability, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**

Essential Duties and Responsibilities

- Provides executive assistant support for the Director, leadership team, and Board, including executive support functions, workflow coordination, communication processes, and operational support activities for the purpose of ensuring efficient and effective school operations.
- Serves as the primary point of contact for internal and external educational partners on behalf of the Director to coordinate activities, gather and share information, respond to inquiries, and support positive school communication.
- Collaborates with departments, administrators, external agencies, and educational partners for the purpose of coordinating activities, exchanging information, resolving operational issues, and supporting school objectives.
- Coordinates and maintains school calendars, appointments, meetings, travel arrangements, and related logistics for the purpose of ensuring effective scheduling, communication, and operational support for the Director.
- Reviews, prioritizes, distributes, and manages incoming communications, correspondence, requests, and related information for the purpose of supporting timely responses, facilitating executive decision-making, protecting executive time, and maintaining efficient office operations.
- Composes, edits, proofreads, formats, and manages a variety of complex and confidential materials (e.g., correspondence, agendas, reports, presentations, minutes, and other documentation) for the purpose of communicating school information, supporting executive messaging, and ensuring compliance with school guidelines and administrative procedures.
- Coordinates and oversees a variety of projects, operational workflows, compliance processes, contract reviews, and other executive priorities for the purpose of supporting school goals, ensuring procedural compliance, mitigating school risk, and maintaining efficient office operations.

- Participates in and/or supports Board meetings, leadership meetings, conferences, workshops, trainings, and other events for the purpose of coordinating logistics, preparing and distributing materials, recording minutes, supporting governance processes, communicating information, and supporting attendees.
- Coordinates and supports Board governance processes, including preparation and distribution of agendas, supporting materials, minutes, policies, and related documentation, while ensuring compliance with applicable laws, public meeting requirements, and school procedures for the purpose of maintaining transparent, legally compliant, and effective Board operations.
- Schedules and monitors activities, projects, communications, requests, follow-up actions, and operational processes on behalf of the Director for the purpose of meeting deadlines, supporting school priorities, ensuring accountability, and maintaining compliance with established guidelines and regulatory requirements.
- Researches, compiles, analyzes, and prepares information, reports, documentation, and recommendations from multiple sources for the purpose of supporting decision-making processes, regulatory compliance, policy implementation, and school operations.
- Maintains electronic records, databases, filing systems, and reporting systems for the purpose of ensuring accurate recordkeeping, document retention, accessibility of information, and compliance with established procedures and regulatory requirements.
- Processes, maintains, and organizes confidential student, personnel, financial, and operational records for the purpose of ensuring accuracy, accessibility, and compliance with school and legal requirements.
- Maintains confidentiality of sensitive information, records, communications, and personnel matters for the purpose of ensuring compliance with legal requirements, school policies, and professional standards.
- Represents the Office of the Director in the Director's absence as directed for the purpose of

Additional Responsibilities

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.

Knowledge and Abilities

The Executive Assistant to the Director possesses knowledge of executive-level administrative support practices, office operations, project coordination, and organizational systems. This position requires knowledge of charter school operations, Board governance processes, applicable laws and regulations, public meeting requirements, records management practices, and confidentiality standards. The Executive Assistant understands principles of business communication, budget monitoring, contract administration, data management, and report preparation. Knowledge of modern office technology, productivity software, database systems, and virtual communication platforms is essential.

The Executive Assistant demonstrates the ability to manage multiple priorities, projects, deadlines, and competing demands while maintaining a high level of accuracy, professionalism, and attention to detail. The position requires strong written and verbal communication skills, including the ability to prepare, edit, and proofread complex correspondence, reports, presentations, agendas, minutes, and other materials. The Executive Assistant is able to research, compile, analyze, and present information from a variety of sources to support decision-making and organizational effectiveness.

The successful candidate exercises sound judgment, discretion, and initiative in carrying out responsibilities and maintaining confidential and sensitive information. The Executive Assistant establishes and maintains positive working relationships with students, families, staff, Board members, community partners, vendors, and public agencies. The position requires the ability to coordinate complex schedules, meetings, events, governance activities, and operational processes while ensuring compliance with applicable policies, procedures, and timelines.

The Executive Assistant demonstrates adaptability, reliability, and a commitment to continuous improvement. The position requires strong organizational and problem-solving skills, the ability to anticipate needs and follow through independently, and a service-oriented approach that supports effective communication, collaboration, and school operations. The Executive Assistant contributes to a positive, inclusive, and student-centered school culture through professional interactions and a commitment to supporting the mission and goals of MY Academy.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner parent conferences or other meetings.

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications

Physical Demands

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

Work Environment

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

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

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

Employee Signature

Printed Name

Date



School Counselor

Job Description

Reports To: Director or Designee

FLSA Status: Exempt

Classification: Certificated Specialist

Work Year: 12 months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. The School Counselor is instrumental in developing and implementing holistic counseling programs tailored to enhance student achievements and competencies, aligned with professional standards. This role involves guiding students through crucial decisions regarding higher education, career paths, and other significant life milestones, predominantly through personalized counseling sessions. This role ~~requires~~ demands a high level of organizational skills, the ability to handle multiple tasks simultaneously, and a commitment to ensuring efficient and effective operational and instructional support functions. The School Counselor's impact on students is profound, offering essential support and direction during pivotal moments in their educational journey. All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- A valid, current, and appropriate California state credential for Specialization in School Counseling or Pupil Personnel Services specializing in school counseling, preferred. A copy of credential to be provided at the time of hire and kept current.
- Master's degree in School Counseling preferred.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Access to reliable transportation

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**
- ~~A collaborative team member with a passion for continuous learning~~
- ~~Flexible and adaptable to changing environments~~
- ~~Receptive to diverse perspectives and goals~~
- ~~Skilled in resolving conflicts effectively~~
- ~~Committed to upholding the School's vision and mission with integrity~~

Essential Duties and Responsibilities:

Role of Student Advocate in Promoting Student Success:

- Serve as the primary contact for incoming students and families, providing guidance through enrollment, educational planning, and support services while ensuring effective collaboration among students, educational partners, and educational staff. ~~Serves as a vital link between students, educational partners, and educational staff, ensuring open communication and understanding.~~
- Manage student enrollment, registration, schedules, master agreements, and course enrollment to ensure accurate placement and progress toward graduation. ~~Oversees student registration, drafts and approves master agreements, meticulously crafting and adjusting schedules to meet individual needs and preferences.~~
- ~~Develops personalized student agreements aimed at enhancing learning achievement and setting clear expectations.~~
- Conducts thorough transcript evaluations to guarantee accurate course placement, monitor academic progress, , and support students with graduation planning post-secondary planning, and annual academic goal setting. ~~aligning with each student's aspirations, abilities, and interests.~~
- ~~Engages in annual reviews of students' learning progress and future career aspirations, providing tailored guidance and support.~~
- ~~Offers comprehensive information on post-secondary opportunities, helping students navigate their future educational paths.~~

School Counselor Job Description
Board Approved: Month. Year

- Organize and facilitate orientations, informational meetings, and student support activities to promote student engagement, persistence, and successful program completion. ~~Initiates a welcoming orientation call for new enrollees, setting a positive tone for their educational journey within the first week.~~
- Empowers students with self-awareness, decision-making skills, and problem-solving strategies through dedicated support. ~~¶~~
- ~~Champions student needs within the school's leadership framework, ensuring their voices are heard and considered.~~
- Identifies students at risk of learning challenges, advocating for timely and effective intervention strategies.
- ~~Coordinates accommodations for live sessions, ensuring equitable access to educational resources.~~
- Participate in and support SST, 504, ~~Participates actively in~~ Individual Education Plan (IEP) meetings, contributing to the formulation of comprehensive support plans.
- ~~Keeps students and educational partners informed about graduation progress, fostering a culture of achievement and completion.~~
- ~~Organizes regular informational sessions to address diverse student needs, promoting a supportive learning environment.~~
- ~~Manages course setup and enrollment, ensuring a smooth learning journey for each student.~~
- ~~Diligently prepares, reviews, and inputs transcript data into the student information system, maintaining accurate academic records.~~
- Provide individual and group counseling services to support students' academic, social-emotional, behavioral, and career development needs. ~~Delivers counseling services in both individual and group settings, addressing a broad spectrum of student concerns.~~
- ~~Coordinates referral processes with a network of professionals, including psychologists, social workers, and community resources, ensuring holistic support.~~
- ~~Engages in collaborative discussions with educators and educational partners regarding students' developmental needs, fostering a cohesive support system.~~
- ~~Facilitates the development and implementation of 504 plans, actively participating in IEP meetings and contributing to individual transition planning.~~
- ~~Leads and contributes to Student Success Team (SST) meetings, fostering a collaborative approach to student support and success.~~
- Maintain accurate student records, documentation, and data within the student information system and other required platforms.

Compliance ~~¶~~

- ~~Sends out graduation plan and report cards to students ~~¶~~~~
- ~~Creates, sends, and tracks Master Agreements ~~¶~~~~
- ~~Sends out transcripts, social security paperwork, enrollment verification ~~¶~~~~
- ~~Maintains accurate student records ~~¶~~~~

School Counselor Job Description
Board Approved: Month. Year

- ~~Processes Work Permit applications~~

~~Communication~~

- ~~Responds via phone or email to school community partners within stated policies and procedures~~
 - ~~Educational partners and students within 24 hours~~
 - ~~Colleagues within business day~~
- ~~Initiates outreach phone calls to students on a daily basis~~
- ~~Facilitates communications between students and instructional staff when needed~~

~~General Expectations~~

- ~~Attends weekly meetings~~
- ~~Participates in PLCs~~
- ~~Obtains reports as needed from the SIS~~
- ~~Meets established deadlines~~
- ~~Follows all school policies and procedures~~
- ~~Follows legal mandates relative to reporting~~
- ~~Proctors exams per school policy~~

~~Staff Support~~

- ~~Prepares and provides weekly reports to Director and staff to include updates regarding withdrawals, enrollment status, and credit recovery students~~
- ~~Meets with learning support staff relevant to student success~~
- ~~Provides professional development for staff and faculty~~
- ~~Sends exit grades and other pertinent information regarding newly enrolled students to learning support staff~~

~~Additional Responsibilities: Other Duties:~~

- Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours
- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.
- ~~Respond to all school related written correspondence, phone calls, voicemails, and emails within 24 business hours~~

School Counselor Job Description
Board Approved: Month. Year

- ~~Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).¶¶~~
- ~~Performs other duties including registrar responsibilities as assigned and needed.¶¶~~
- ~~Contribute to the expansion of the school by engaging in initiatives aimed at growing student enrollment.¶¶~~
- ~~Undertake additional duties as assigned required. Performs additional related duties as assigned.~~

Knowledge and Abilities

Possesses knowledge of counseling practices, graduation requirements, post-secondary planning, student support processes, and applicable educational laws, policies, and procedures. Demonstrates strong communication, collaboration, and interpersonal skills, with the ability to build positive relationships with students, families, staff, educational partners, and community agencies. Able to manage multiple responsibilities simultaneously while maintaining accurate student records and data, organizing meetings and support plans, and completing tasks efficiently, professionally, and confidentially. Proficient in the use of computers, student information systems, and other technology platforms to support counseling services, documentation, communication, and reporting.

- ~~To excel in this role, an individual must adeptly perform all essential duties, drawing upon a diverse set of required knowledge, skills, and abilities. A deep understanding of the Collaborative's organizational structure, operational procedures, policies, and objectives is fundamental. Additionally, proficiency in applicable laws, codes, rules, and regulations is essential, alongside a command of correct English usage, encompassing grammar, spelling, punctuation, and vocabulary. ¶¶~~
- ~~Effective interpersonal communication, characterized by tact, patience, and courtesy, is crucial, as are strong verbal oral and written communication skills. The role also requires demands competence in operating computers and associated software, alongside methodologies for data collection, organization, research, record-keeping, and report writing. Furthermore, an understanding of customer service and public relations techniques is valuable.¶¶~~
- ~~The capacity to resolve issues, address complaints, and manage concerns effectively is paramount. This includes analyzing situations with precision and formulating impactful strategies. Timeliness and efficiency in completing assessments, projects, and activities are expected, as is the ability to forge and sustain cooperative working relationships. Interpreting and elucidating laws, codes, rules, regulations, policies, and procedures is a key responsibility, alongside operating various equipment and maintaining financial and statistical records with the utmost confidentiality. ¶¶~~
- ~~Planning and organizing sessions, managing tasks amidst interruptions, compiling and verifying data, and preparing reports are also integral to the role. Effective communication, both verbally and in writing, is essential, ensuring accuracy in grammar, spelling, and punctuation.~~

School Counselor Job Description
Board Approved: Month. Year

~~Participation as an engaged team member, aiming to enhance knowledge and skills for the delivery of best practices, underscores the collaborative and dynamic nature of this position.~~

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner parent conferences or other meetings.

Use of Computer Technology

~~Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications. To perform this job successfully, an individual must be proficient utilizing SEIS software, Microsoft Office applications, and a variety of web-based applications; have the ability to utilize the Internet to conduct research and participate in virtual meetings; and respond to a high volume of emails in a timely manner.~~

Physical Demands

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

Work Environment

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

Hazards

~~Employees may encounter challenging interactions with dissatisfied individuals. The role involves potential physical hazards from intervening in altercations and dealing with dissatisfied individuals.~~

Employee Acknowledgement

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

School Counselor Job Description
Board Approved: *Month. Year*

Employee Signature

Printed Name

Date

School Counselor Job Description
Board Approved: *Month, Year*



School Counselor

Job Description

Reports To: Director or Designee

FLSA Status: Exempt

Classification: Certificated Specialist

Work Year: 12 months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. The School Counselor is instrumental in developing and implementing holistic counseling programs tailored to enhance student achievements and competencies, aligned with professional standards. This role involves guiding students through crucial decisions regarding higher education, career paths, and other significant life milestones, predominantly through personalized counseling sessions. This role requires a high level of organizational skills, the ability to handle multiple tasks simultaneously, and a commitment to ensuring efficient and effective operational and instructional support functions. The School Counselor's impact on students is profound, offering essential support and direction during pivotal moments in their educational journey. All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- A valid, current, and appropriate California state credential for Specialization in School Counseling or Pupil Personnel Services specializing in school counseling, preferred. A copy of credential to be provided at the time of hire and kept current.
- Master's degree in School Counseling preferred.
- State and federal fingerprint clearance (LiveScan) to work with students (Ed. Code 44237). No prospective employee can report to work without this clearance being received and Human Resources notifying the immediate supervisor of this clearance.
- Proof of a clear TB test dated within the last 60 days (Ed. Code 49406) upon employment and thereafter updated every four years
- Access to reliable transportation

General Skills

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**

Essential Duties and Responsibilities

Role of Student Advocate in Promoting Student Success:

- Serve as the primary contact for incoming students and families, providing guidance through enrollment, educational planning, and support services while ensuring effective collaboration among students, educational partners, and educational staff.
- Manage student enrollment, registration, schedules, master agreements, and course enrollment to ensure accurate placement and progress toward graduation.
- Conducts thorough transcript evaluations to guarantee accurate course placement, monitor academic progress, , and support students with graduation planning post-secondary planning, and annual academic goal setting.
- Organize and facilitate orientations, informational meetings, and student support activities to promote student engagement, persistence, and successful program completion.
- Identifies students at risk of learning challenges, advocating for timely and effective intervention strategies.
- Participate in and support SST, 504, Individual Education Plan (IEP) meetings, contributing to the formulation of comprehensive support plans.
- Provide individual and group counseling services to support students' academic, social-emotional, behavioral, and career development needs.
- Maintain accurate student records, documentation, and data within the student information system and other required platforms.

Additional Responsibilities:

- Respond to all school related written correspondence, phone calls, voicemails, and emails within

School Counselor Job Description
Board Approved: *Month. Year*

24 business hours

- Document and report to the school's management all formal disciplinary actions involving students; supporting management with addressing and resolving complaints from students and educational partners in a timely manner ensuring compliance with the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act)
- Contribute to the expansion of our school by engaging in initiatives aimed at growing student enrollment.
- Performs additional related duties as assigned.

Knowledge and Abilities

Possesses knowledge of counseling practices, graduation requirements, post-secondary planning, student support processes, and applicable educational laws, policies, and procedures. Demonstrates strong communication, collaboration, and interpersonal skills, with the ability to build positive relationships with students, families, staff, educational partners, and community agencies. Able to manage multiple responsibilities simultaneously while maintaining accurate student records and data, organizing meetings and support plans, and completing tasks efficiently, professionally, and confidentially. Proficient in the use of computers, student information systems, and other technology platforms to support counseling services, documentation, communication, and reporting.

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner parent conferences or other meetings.

Use of Computer Technology

Proficient in using educational software, Google Workspace, Microsoft 365 applications, artificial intelligence (AI) tools and a variety of cloud-based and web-based applications.

Physical Demands

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

Work Environment

This position operates in a virtual home office environment requiring a flexible schedule and the ability to travel for student support, meetings, and school events. The role involves moderate noise levels,

School Counselor Job Description
Board Approved: *Month. Year*

indoor and outdoor work in varying temperatures, and the necessity for personal transportation capable of 200-mile daily travel. Reasonable accommodations are provided for those with disabilities.

Hazards

Employees may encounter challenging interactions with dissatisfied individuals

Employee Acknowledgement

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

Employee Signature

Printed Name

Date

School Counselor Job Description
Board Approved: *Month. Year*



School Psychologist/Program Manager

Job Description

Reports To: Director or Director Designee

FLSA Status: Exempt

Classification: Certificated Specialist

Work Year: 12 Months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

MY Academy is a primarily virtual, independent study program designed to provide flexible, personalized learning for students. The School Psychologist/Program Manager plays a pivotal role in enhancing the educational experience for all students by offering top-tier psychological services and overseeing the management of special education programs. This individual works collaboratively with both internal and external partnerships, guided by the professional standards set forth by the National Association of School Psychologists (NASP). As a credentialed expert with significant experience in supporting students with disabilities, the School Psychologist/Program Manager leads and advises on the execution of special education practices, ensuring adherence to relevant policies and regulations. Leveraging their profound understanding of human development, behavior, and mental health, this professional is instrumental in crafting learning environments that promote the success of every student. All positions at Motivated Youth Academy involve participating in tasks and events that help grow student enrollment within the local community.

Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

- Hold a valid California pupil personnel services credential with a special authorization in school psychology.
- Obtain state and federal fingerprint clearance (LiveScan) as per Education Code Section 44237, with HR confirmation required before commencement.
- Provide proof of a recent clear TB test (within the last 60 days) upon hiring, with updates every four years in accordance with Education Code Section 49406.
- Maintain a valid California Driver's License, have proof of auto insurance, and consistent access to a reliable, insured vehicle as per California regulations.

General Skills

School Psychologist Program Manager Job Description
Board Approval: Month, Year

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**
- ~~A collaborative team member with a passion for continuous learning ¶¶~~
- ~~Flexible and adaptable to changing environments ¶¶~~
- ~~Receptive to diverse perspectives and goals ¶¶~~
- ~~Skilled in resolving conflicts effectively ¶¶~~
- ~~Committed to upholding the School's vision and mission with integrity~~

Essential Duties And Responsibilities

Psychoeducational Services

- In the realm of data-based decision-making, program evaluation, and accountability, the approach involves utilizing data to inform evidence-based decisions, solve problems, devise interventions, monitor progress, and assess the effectiveness of various programs and services. This process includes administering and interpreting psychoeducational assessments to determine special education eligibility, placement, and to provide educational recommendations, reevaluations, and identify specific educational needs of students.
- The role also entails conducting and presenting legally defensible special education evaluations, observing students within educational settings and other school environments, and crafting targeted behavioral and academic intervention plans. Additionally, there's a responsibility to compile monthly accountability data, ensuring a continuous loop of assessment and improvement in addressing student needs and program efficacy.

Special Education Compliance

- In the role of Program Management, the individual exemplifies leadership by fostering proactive and positive interactions among staff, educational partners and the student community. Acting as a pillar of support, this person steps into the role of Special Education Administrator or Local Education Agency (LEA) Designee in the absence of school administrators, ensuring seamless continuity.
- When involved in Individualized Education Program (IEP) meetings as a School Psychologist, particularly in an assessor or direct team member capacity, their expertise is pivotal. They are responsible for the prompt updating of all IEP documents in the Special Education Information System (SEIS) within 24-48 hours post-meeting, and for the timely scheduling of all IEP meetings

School Psychologist Program Manager Job Description
Board Approval: Month, Year

in accordance with the timelines mandated by the Individuals with Disabilities Education Act (IDEA).

- The role encompasses supporting the school's implementation of a Multi-Tiered System of Supports (MTSS), which includes Response to Intervention (RtI) frameworks and Student Success Teams (SST), thereby reinforcing a comprehensive support structure for student achievement and well-being.

Consultation and Collaboration

- The role involves active collaboration with learning support, specialists, administrators, educational partners and external service providers to craft and implement focused strategies and interventions tailored to student needs. This includes consulting with educators on the creation and execution of learning support techniques aimed at enhancing learning outcomes and mitigating learning and behavioral obstacles. Additionally, there's engagement with school leaders to establish suitable learning goals for students and to strategize interventions for those in both general and special education settings.
- Regular reviews and discussions about student progress and needs are integral, along with making well-considered referrals to community resources and services. Working in tandem with other support staff, the goal is to deliver a holistic suite of services that address the diverse requirements of all students, ensuring a supportive and inclusive educational environment.

Effective Learning Support and Development of Cognitive/Academic Skills, Socialization, and Life Skills

- As an integral member of the Individualized Education Program (IEP) and Student Success Team (SST), the individual plays a crucial role in recommending, formulating, and assessing suitable objectives and interventions that cater to the unique needs of each student. This involves synthesizing various data sources, such as a student's academic history, to devise effective interventions.
- Collaboration with learning support and other special education service providers is essential in monitoring student progress towards set goals and determining the necessity for adjustments in their IEPs. This collaborative, data-informed approach ensures that interventions are both personalized and dynamic, adapting to the evolving needs of students to support their success in the educational setting.

Student Diversity in Development and Learning

- The role demands a high level of sensitivity and adeptness in engaging with individuals from diverse backgrounds, tailoring strategies to reflect each person's unique traits, strengths, and requirements. It involves leveraging a deep understanding of how individual variances, encompassing abilities and disabilities, are shaped by an array of factors such as biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic influences on development and learning processes.
- In evaluating students, the individual integrates a variety of data sources, carefully considering how cultural, ethnic, socioeconomic, and experiential factors may impact each student's

educational journey. This comprehensive, nuanced approach ensures that assessments and interventions are culturally responsive and attuned to the multifaceted contexts influencing students' learning experiences.

Home/School/Community Collaboration

- The role involves proactive collaboration with families, educators, external service providers, and community resources to ensure the delivery of comprehensive services that support the holistic well-being of students and their families. This includes working closely with educational partners to enhance their student's academic, social, and emotional success both at home and in school, and coordinating with community mental health services to address broader needs.
- The individual maintains a repertoire of community contacts to facilitate appropriate referrals, ensuring a network of support. By evaluating students through the lens of diverse data sources, the individual addresses the potential impacts of cultural, ethnic, socioeconomic, and experiential factors on student development.
- Consulting with educators to tailor approaches to each student's unique differences and needs is key, as is the organization of individual and group sessions for students, educational partners and staff. These sessions aim to promote academic progress, emotional well-being, and professional development, reflecting a commitment to fostering an inclusive and supportive educational environment.

Prevention, Crisis Intervention, and Mental Health

- Develop and contribute to prevention and intervention programs that enhance students' mental and physical health.
- Offer immediate support to students in crisis situations.
- Utilize safe and positive physical intervention techniques as a last resort, with formal and current training, preferably in a team setting.
- Facilitate conflict resolution and problem-solving among students.
- Deliver counseling services to students with designated learning support services in their IEPs, as well as to at-risk, self-referred, and educational partner-referred general education students.
- Perform Suicide Risk Assessments and Threat Assessments.
- Provide crisis intervention services to students, educational partners, and learning support.
- Coordinate with external agencies for referrals and consultations when services exceed the school's scope.
- Empower students to identify and implement problem-solving strategies.
- Offer a range of mental health services, including academic counseling, brief interventions, suicide prevention, and support for high-needs students.
- Address learning barriers through mental health services and ensure safe, supportive environments for students and families.
- Organize and ensure the provision of post-crisis support (postvention) for students, staff, and families.

Information Technology

- Leverage and optimize technology resources by accessing, evaluating, and utilizing various

School Psychologist Program Manager Job Description
Board Approval: Month, Year

information sources and technologies. Actively participate in training sessions to fully utilize the Special Education Information System (SEIS), email systems, Student Information System (SIS), and other emerging tech tools to enhance efficiency and effectiveness.

Professional Development

- Engage in professional development and activities aligned with the school's mission and personal career growth by staying updated on California Education Code for compliance, supervising interns and practicum students in school psychology, and proactively seeking new information relevant to referrals.
- Participate in regular staff meetings, school or program-specific gatherings, and professional development sessions, including those sponsored by the Special Education Local Plan Area School (SELPA).

School, Systems Organization and Policy Development

- Contribute to the development of school/program and SELPA procedures and policies by actively participating in meetings and preparing monthly accountability records. Engage in school/program activities, including afterschool initiatives that foster student success.
- Stay informed about the policies, regulations, and educational codes relevant to the school/program, SELPA, and California Education Code, ensuring accurate communication with students, educational partners, learning support, and administrators. Additionally, maintain a comprehensive understanding of the general and special education programs and interventions offered within each school or program.

Other Duties

- Document and report all formal disciplinary actions involving students and staff to school management, address and resolve complaints promptly, and ensure adherence to the school's Uniform Complaint Policy, Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school-related written correspondence, phone calls, text messages, voicemails, and emails within 24 business hours.
- Be immediately responsive to emergency communications and available for potential emergencies outside school hours.
- Undertake additional duties as assigned.

Knowledge and Abilities

To perform this role successfully, an individual must have a thorough understanding of the Collaborative's organizational structure, operational procedures, policies, and objectives, as well as applicable laws, codes, rules, and regulations. Proficiency in correct English usage, including grammar, spelling, punctuation, and vocabulary, is required, along with strong oral and written communication skills and the ability to interact with others with tact, patience, and courtesy. Competence in operating computers and associated software, as well as knowledge of data collection, research, record-keeping, and report writing methodologies, is essential. An understanding of customer service and public relations techniques is also

expected.

The ideal candidate must be able to analyze situations accurately, resolve issues and complaints effectively, and develop and implement practical solutions in a timely manner. The role requires the ability to interpret and apply laws, codes, regulations, and policies, maintain financial and statistical records with strict confidentiality, and establish cooperative working relationships across the organization. Additional competencies include planning and organizing work amid competing priorities and interruptions, compiling and verifying data, preparing clear and accurate reports, and communicating effectively both verbally and in writing. A commitment to continuous learning and contributing as a collaborative team member to advance organizational best practices is expected of all individuals in this position.

- ~~To excel in this role, an individual must adeptly perform all essential duties, drawing upon a diverse set of required knowledge, skills, and abilities. A deep understanding of the Collaborative's organizational structure, operational procedures, policies, and objectives is fundamental. Additionally, proficiency in applicable laws, codes, rules, and regulations is essential, alongside a command of correct English usage, encompassing grammar, spelling, punctuation, and vocabulary. ¶¶~~
- ~~Effective interpersonal communication, characterized by tact, patience, and courtesy, is crucial, as are strong oral and written communication skills. The role also demands competence in operating computers and associated software, alongside methodologies for data collection, organization, research, record-keeping, and report writing. Furthermore, an understanding of customer service and public relations techniques is valuable. ¶¶~~
- ~~The capacity to resolve issues, address complaints, and manage concerns effectively is paramount. This includes analyzing situations with precision and formulating impactful strategies. Timeliness and efficiency in completing assessments, projects, and activities are expected, as is the ability to forge and sustain cooperative working relationships. Interpreting and elucidating laws, codes, rules, regulations, policies, and procedures is a key responsibility, alongside operating various equipment and maintaining financial and statistical records with the utmost confidentiality. ¶¶~~
- ~~Planning and organizing sessions, managing tasks amidst interruptions, compiling and verifying data, and preparing reports are also integral to the role. Effective communication, both verbally and in writing, is essential, ensuring accuracy in grammar, spelling, and punctuation. Participation as an engaged team member, aiming to enhance knowledge and skills for the delivery of best practices, underscores the collaborative and dynamic nature of this position.~~

Bilingual

In addition to the above duties, bilingual positions also interpret verbally and translate in writing between English and a designated language; interprets for student, educational partner, or facilitator, as required; and may serve as an interpreter and/or translator for staff in educational partner parent conferences or other meetings.

Use of Computer Technology

School Psychologist Program Manager Job Description
Board Approval: Month, Year



School Psychologist/Program Manager

Job Description

Reports To: Director or Director Designee

FLSA Status: Exempt

Classification: Certificated Specialist

Work Year: 12 Months

Location: Remote work with mandatory in-person meetings, training, and events, requiring regular commuting within Southern California.

Position Summary

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Minimum Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

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- Obtain state and federal fingerprint clearance (LiveScan) as per Education Code Section 44237, with HR confirmation required before commencement.
- Provide proof of a recent clear TB test (within the last 60 days) upon hiring, with updates every four years in accordance with Education Code Section 49406.
- Maintain a valid California Driver's License, have proof of auto insurance, and consistent access to a reliable, insured vehicle as per California regulations.

General Skills

School Psychologist Program Manager Job Description
Board Approval: Month, Year

- **Active listening and clear communication**, with the ability to understand needs and respond appropriately. **(We Pursue Gratitude)**
- **Inclusive practice**, ensuring students, families, and colleagues are treated with respect and feel they belong. **(All Are Welcome)**
- **Student-focused support**, maintaining high expectations while supporting individual student progress and pathways. **(We Choose Hope)**
- **Collaboration and service orientation**, working effectively with others to support students and school operations. **(We Are Servant Leaders)**
- **Use of feedback for improvement**, applying input from others to adjust and improve practice and outcomes. **(Feedback Is Critical)**
- **Professionalism and reliability**, maintaining a positive, respectful approach and consistent follow-through on responsibilities. **(We Celebrate the Small Things)**

Essential Duties And Responsibilities

Psychoeducational Services

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- The role also entails conducting and presenting legally defensible special education evaluations, observing students within educational settings and other school environments, and crafting targeted behavioral and academic intervention plans. Additionally, there's a responsibility to compile monthly accountability data, ensuring a continuous loop of assessment and improvement in addressing student needs and program efficacy.

Special Education Compliance

- In the role of Program Management, the individual exemplifies leadership by fostering proactive and positive interactions among staff, educational partners and the student community. Acting as a pillar of support, this person steps into the role of Special Education Administrator or Local Education Agency (LEA) Designee in the absence of school administrators, ensuring seamless continuity.
- When involved in Individualized Education Program (IEP) meetings as a School Psychologist, particularly in an assessor or direct team member capacity, their expertise is pivotal. They are responsible for the prompt updating of all IEP documents in the Special Education Information System (SEIS) within 24-48 hours post-meeting, and for the timely scheduling of all IEP meetings in accordance with the timelines mandated by the Individuals with Disabilities Education Act (IDEA).
- The role encompasses supporting the school's implementation of a Multi-Tiered System of Supports (MTSS), which includes Response to Intervention (RtI) frameworks and Student Success

Teams (SST), thereby reinforcing a comprehensive support structure for student achievement and well-being.

Consultation and Collaboration

- The role involves active collaboration with learning support, specialists, administrators, educational partners and external service providers to craft and implement focused strategies and interventions tailored to student needs. This includes consulting with educators on the creation and execution of learning support techniques aimed at enhancing learning outcomes and mitigating learning and behavioral obstacles. Additionally, there's engagement with school leaders to establish suitable learning goals for students and to strategize interventions for those in both general and special education settings.
- Regular reviews and discussions about student progress and needs are integral, along with making well-considered referrals to community resources and services. Working in tandem with other support staff, the goal is to deliver a holistic suite of services that address the diverse requirements of all students, ensuring a supportive and inclusive educational environment.

Effective Learning Support and Development of Cognitive/Academic Skills, Socialization, and Life Skills

- As an integral member of the Individualized Education Program (IEP) and Student Success Team (SST), the individual plays a crucial role in recommending, formulating, and assessing suitable objectives and interventions that cater to the unique needs of each student. This involves synthesizing various data sources, such as a student's academic history, to devise effective interventions.
- Collaboration with learning support and other special education service providers is essential in monitoring student progress towards set goals and determining the necessity for adjustments in their IEPs. This collaborative, data-informed approach ensures that interventions are both personalized and dynamic, adapting to the evolving needs of students to support their success in the educational setting.

Student Diversity in Development and Learning

- The role demands a high level of sensitivity and adeptness in engaging with individuals from diverse backgrounds, tailoring strategies to reflect each person's unique traits, strengths, and requirements. It involves leveraging a deep understanding of how individual variances, encompassing abilities and disabilities, are shaped by an array of factors such as biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic influences on development and learning processes.
- In evaluating students, the individual integrates a variety of data sources, carefully considering how cultural, ethnic, socioeconomic, and experiential factors may impact each student's educational journey. This comprehensive, nuanced approach ensures that assessments and interventions are culturally responsive and attuned to the multifaceted contexts influencing students' learning experiences.

Home/School/Community Collaboration

- The role involves proactive collaboration with families, educators, external service providers, and community resources to ensure the delivery of comprehensive services that support the holistic well-being of students and their families. This includes working closely with educational partners to enhance their student's academic, social, and emotional success both at home and in school, and coordinating with community mental health services to address broader needs.
- The individual maintains a repertoire of community contacts to facilitate appropriate referrals, ensuring a network of support. By evaluating students through the lens of diverse data sources, the individual addresses the potential impacts of cultural, ethnic, socioeconomic, and experiential factors on student development.
- Consulting with educators to tailor approaches to each student's unique differences and needs is key, as is the organization of individual and group sessions for students, educational partners and staff. These sessions aim to promote academic progress, emotional well-being, and professional development, reflecting a commitment to fostering an inclusive and supportive educational environment.

Prevention, Crisis Intervention, and Mental Health

- Develop and contribute to prevention and intervention programs that enhance students' mental and physical health.
- Offer immediate support to students in crisis situations.
- Utilize safe and positive physical intervention techniques as a last resort, with formal and current training, preferably in a team setting.
- Facilitate conflict resolution and problem-solving among students.
- Deliver counseling services to students with designated learning support services in their IEPs, as well as to at-risk, self-referred, and educational partner-referred general education students.
- Perform Suicide Risk Assessments and Threat Assessments.
- Provide crisis intervention services to students, educational partners, and learning support.
- Coordinate with external agencies for referrals and consultations when services exceed the school's scope.
- Empower students to identify and implement problem-solving strategies.
- Offer a range of mental health services, including academic counseling, brief interventions, suicide prevention, and support for high-needs students.
- Address learning barriers through mental health services and ensure safe, supportive environments for students and families.
- Organize and ensure the provision of post-crisis support (postvention) for students, staff, and families.

Information Technology

- Leverage and optimize technology resources by accessing, evaluating, and utilizing various information sources and technologies. Actively participate in training sessions to fully utilize the Special Education Information System (SEIS), email systems, Student Information System (SIS), and other emerging tech tools to enhance efficiency and effectiveness.

Professional Development

School Psychologist Program Manager Job Description
Board Approval: Month, Year

- Engage in professional development and activities aligned with the school's mission and personal career growth by staying updated on California Education Code for compliance, supervising interns and practicum students in school psychology, and proactively seeking new information relevant to referrals.
- Participate in regular staff meetings, school or program-specific gatherings, and professional development sessions, including those sponsored by the Special Education Local Plan Area School (SELPA).

School, Systems Organization and Policy Development

- Contribute to the development of school/program and SELPA procedures and policies by actively participating in meetings and preparing monthly accountability records. Engage in school/program activities, including afterschool initiatives that foster student success.
- Stay informed about the policies, regulations, and educational codes relevant to the school/program, SELPA, and California Education Code, ensuring accurate communication with students, educational partners, learning support, and administrators. Additionally, maintain a comprehensive understanding of the general and special education programs and interventions offered within each school or program.

Other Duties

- Document and report all formal disciplinary actions involving students and staff to school management, address and resolve complaints promptly, and ensure adherence to the school's Uniform Complaint Policy, Uniform Technology Policy, and the provisions of California Penal Code Section 11166 (Child Abuse and Neglect Reporting Act).
- Respond to all school-related written correspondence, phone calls, text messages, voicemails, and emails within 24 business hours.
- Be immediately responsive to emergency communications and available for potential emergencies outside school hours.
- Undertake additional duties as assigned.

Knowledge and Abilities

To perform this role successfully, an individual must have a thorough understanding of the Collaborative's organizational structure, operational procedures, policies, and objectives, as well as applicable laws, codes, rules, and regulations. Proficiency in correct English usage, including grammar, spelling, punctuation, and vocabulary, is required, along with strong oral and written communication skills and the ability to interact with others with tact, patience, and courtesy. Competence in operating computers and associated software, as well as knowledge of data collection, research, record-keeping, and report writing methodologies, is essential. An understanding of customer service and public relations techniques is also expected.

The ideal candidate must be able to analyze situations accurately, resolve issues and complaints effectively, and develop and implement practical solutions in a timely manner. The role requires the ability to interpret and apply laws, codes, regulations, and policies, maintain financial and statistical records with strict confidentiality, and establish cooperative working relationships across the

Coversheet

Approval of 2026-2027 Local Control & Accountability Plan (LCAP)

Section: VIII. Education/Student Services
Item: A. Approval of 2026-2027 Local Control & Accountability Plan (LCAP)
Purpose: Vote
Submitted by: Gigi Lenz

BACKGROUND:

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

RECOMMENDATION:

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

Fiscal Impact: None.

Coversheet

Memorandum of Understanding (MOU) with Access Inc.

Section: VIII. Education/Student Services
Item: B. Memorandum of Understanding (MOU) with Access Inc.
Purpose: Vote
Submitted by: Bill Dobson
Related Material:
2026-27 MOU Access Inc and Motivated Youth Academy - For Board Approval - 2026.08.11.pdf

BACKGROUND:

The purpose of this Memorandum of Understanding (MOU) is to formalize a collaborative relationship between Motivated Youth Academy (MY Academy), and Access Inc. (Access). This MOU documents the details of their partnership, aiming to continue the umbrella of resources available and provide MY Academy students with a continued pathway to Workforce Innovations and Opportunity Act (WIOA) youth programs.

Access Inc.: Access is a San Diego-based 501(c)(3) organization dedicated to addressing the needs of the most vulnerable and underserved populations in San Diego County. Their mission is to promote self-sufficiency and economic independence through education and employment opportunities. Established in 1967, Access has successfully operated various federal, state, county, and city grants providing community and economic development programs for low-income individuals. Since 2016, Access has operated WIOA youth programs under contracts awarded by the San Diego Workforce Partnership (SDWP), serving the entire San Diego County as the designated youth contractor. They provide education, training, and employment services to over 1,000 Opportunity Youth annually, ages 14-24.

By leveraging the resources and expertise of Access Inc., this partnership aims to provide increased opportunities for eligible MY Academy students. This collaborative effort will strengthen the support system for eligible students ensuring they have access to the necessary resources to achieve their educational and career goals.

RECOMMENDATION:

It is recommended the Board approve the 2026-2027 Memorandum of Understanding (MOU) between Access Inc. (Access), and Motivated Youth Academy (#1628).

Fiscal Impact: None.

MEMORANDUM of UNDERSTANDING **Between Motivated Youth Academy and Access Inc.**

1) Purpose of Memorandum

The purpose of this Memorandum of Understanding (MOU) is to establish a collaborative relationship between Motivated Youth Academy (MY Academy) and Access Inc. (Access). This MOU will document the details of their partnership.

2) Description of Partner Agencies

MY Academy is a flex-based California public charter school. MYA has been supporting successful student outcomes through independent study programs since 2014. MY Academy offers a unique approach to education that combines the flexibility of online learning with the benefits of personalized face-to-face instruction. The design of MYA's "No Walls Approach" is for students seeking both virtual and in-person learning. Teachers meet students once per week, in person, in the communities where students live at mutually agreed upon public locations such as libraries, community centers, career centers and tribal halls. The foundation of these one on one meetings are MYA's core values; All Are Welcome, We Celebrate The Small Things, We Choose Hope, We Are Servant Leaders, Feedback Is Critical, We Pursue Gratitude.

Implementing an Enriched Virtual model of instruction, each student has access to individualized curriculum, personalized teacher guidance, and scheduling flexibility. MYA allows students to learn at their own pace while receiving one on one support from credentialed teachers. This setup is designed to meet the needs of students who choose a more personalized educational experience compared to traditional classroom settings.

MYA focuses on serving At-Promise youth and young adults. Enrollment includes many students who have experienced significant barriers in accessing public education. The school has Dashboard Alternative School Status (DASS) indicating at least 70% of the student population has been identified as members in one of twelve high risk student groups. MY Academy enrolls traditional age students in grades 6-12 and young adults age 19-24 seeking to earn a high school diploma.

Access is a San Diego, CA based 501(c)(3) organization whose mission is to address the needs of the most vulnerable and underserved populations in San Diego County by promoting self-sufficiency and economic independence through education and employment opportunities. Established in 1967, Access has consistently and successfully operated federal, state, county and city grants providing community and economic development programs for low-income individuals, through workforce development, education, and financial literacy. Most recently, since 2016 Access has operated Workforce Innovations and Opportunity Act (WIOA) youth programs under contracts awarded by the San Diego Workforce Partnership (SDWP), and we currently serve the entire San Diego County as one of the designated youth contractors to provide education, training and employment services to more than 1,000 Opportunity Youth age 14-24, annually.

MEMORANDUM of UNDERSTANDING Between **Motivated Youth Academy** and **Access Inc.**

3) Roles and Responsibilities

It is agreed by, and between, partners as follows:

MY Academy will:

- Provide appropriate client referrals to Access.
- Provide student contact information, as needed, to meet with mutual clients.
- Provide information on community-based events and provide registration opportunities to referrals from Access.
- Provide access to data on dual relationship clients.

Access will:

- Provide information on Access community-based events and provide registration opportunities to enroll in WIOA Youth programs as appropriate and wherever eligible.
- Provide data on dual relationship clients.
- List MY Academy as an organizational partner on the Access website and/or social media channels when appropriate.

4) Both organizations will:

Identify a single point of contact for communication with the other about this partnership:

- MY Academy: Bill Dobson, Director, bdobson@myacademy.org or designee
- Access: Roshown Brady, Senior Vice President, rbrady@access2jobs.org or designee

5) Timeline

The roles and responsibilities under this MOU will be in effect for 12 months from the time of execution. At the end of the 12 months, MY Academy and Access will meet to review the terms and conditions and address any concerns from both parties. Upon meeting, both parties may choose to renew the current MOU. Any extensions or addendums must be made in writing and agreed upon by both parties.

6) Conditions and Termination

- Either organization may terminate this MOU at any time by giving 30 days written notice to the other organization.

MEMORANDUM of UNDERSTANDING
Between **Motivated Youth Academy** and **Access Inc.**

- Neither organization shall share client information with any person or organization outside of the respective organizations with written notice and consent.

7) Commitment to Partnership

We, the undersigned, have read and agree with this Memorandum of Understanding.

Bill Dobson, Director
Motivated Youth Academy

Date

Kristie Buckley, President and CEO
Access Inc.

Date

Coversheet

Budget Adoption 2026-2027

Section: IX. Business/Financial Services
Item: A. Budget Adoption 2026-2027
Purpose: Vote
Submitted by: Gigi Lenz
Related Material:
2026-2027 MYA Education Protection Account (EPA) Budget.pdf
2026-2027 MYA Education Protection Account (EPA)- Budget Alternative Form.pdf

BACKGROUND:

We request Board approval of the Motivated Youth Academy FY2026-27 Budget and the accompanying EPA Resolution. The proposed budget reflects a responsible and balanced financial plan that supports the school's mission while maintaining fiscal sustainability, with projected revenues, expenditures, and reserves aligned with the school's Local Control and Accountability Plan and strategic priorities. The EPA Resolution outlines the planned use of \$66,780 in Education Protection Account funds, designated exclusively for certificated staff salaries of \$46,746 and related employee benefits of \$20,034, in compliance with Article XIII, Section 36 of the California Constitution. The budget reflects a fully balanced plan with no remaining balance, ensuring all available EPA funds are directed entirely toward instructional personnel costs. Together, these documents ensure continued transparency, compliance with Propositions 30 and 55 requirements, and thoughtful allocation of public resources in support of student achievement and school operations.

RECOMMENDATION:

It is recommended the Board adopt the 2026-2027 Budget for Motivated Youth Academy (#1628).

- a. 2026-2027 MYA Education Protection Account (EPA) Budget
- b. 2026-2027 MYA Education Protection Account (EPA) - Budget Alternative Form

Fiscal Impact: As presented in the 2026-2027 Budget.

Motivated Youth Academy
Budgeted Expenditures: July 1, 2026 through June 30, 2027
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Local Control Funding Formula Sources	8010-8099	66,780.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
TOTAL AVAILABLE		66,780.00
EXPENDITURES AND OTHER FINANCING USES		
Certificated Salaries	1000-1999	46,746.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	20,034.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		66,780.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Motivated Youth Academy
 (name continued) _____
CDS #: 37-68213-0129668 _____
Charter Approving Entity: Mountain Empire Unified School District _____
County: San Diego _____
Charter #: 1628 _____
Budgeting Period: 2026/27 _____

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	4,186,662.00	5,047,005.00	0.00	5,047,005.00
Education Protection Account State Aid - Current Year	8012	60,478.00	66,780.00	0.00	66,780.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	698,811.00	779,778.00		779,778.00
Other LCFF Transfers	8091, 8097			0.00	0.00
Total, LCFF Sources		4,945,951.00	5,893,563.00	0.00	5,893,563.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	79,731.00		79,731.00	79,731.00
Special Education - Federal	8181, 8182	36,510.00		45,640.00	45,640.00
Child Nutrition - Federal	8220	0.00		0.00	0.00
Donated Food Commodities	8221	0.00		0.00	0.00
Other Federal Revenues	8110, 8260-8299	472,119.00		754,028.00	754,028.00
Total, Federal Revenues		588,360.00	0.00	879,399.00	879,399.00
3. Other State Revenues					
Special Education - State	StateRevSE	267,739.13		447,426.00	447,426.00
All Other State Revenues	StateRevAO	417,090.41	90,741.61	227,930.55	318,672.16
Total, Other State Revenues		684,829.54	90,741.61	675,356.55	766,098.16
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	12,751.45	7,008.50	0.00	7,008.50
Total, Local Revenues		12,751.45	7,008.50	0.00	7,008.50
5. TOTAL REVENUES					
		6,231,891.99	5,991,313.11	1,554,755.55	7,546,068.66
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,629,918.76	1,682,855.67	567,426.20	2,250,281.87
Certificated Pupil Support Salaries	1200	317,856.61	145,427.13	416,552.74	561,979.87
Certificated Supervisors' and Administrators' Salaries	1300	295,133.86	196,701.89	123,340.01	320,041.89
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		2,242,909.23	2,024,984.69	1,107,318.94	3,132,303.63
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	424,145.07	441,035.70	43,714.37	484,750.07
Non-certificated Support Salaries	2200	374,589.26	434,134.07	0.00	434,134.07
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	90,371.73	59,978.20	0.00	59,978.20
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		889,106.06	935,147.97	43,714.37	978,862.34

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Motivated Youth Academy
(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102	414,373.31	372,971.04	225,298.96	598,270.00
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	106,539.59	101,110.30	19,191.07	120,301.37
Health and Welfare Benefits	3401-3402	418,069.97	369,815.64	135,084.36	504,900.00
Unemployment Insurance	3501-3502	17,635.00	26,435.80	7,126.70	33,562.50
Workers' Compensation Insurance	3601-3602	44,719.24	41,643.85	15,912.47	57,556.32
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	62,916.83	14,977.14	33,965.98	48,943.12
Total, Employee Benefits		1,064,253.94	926,953.77	436,579.54	1,363,533.31
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	5,476.67	6,000.00	0.00	6,000.00
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00
Materials and Supplies	4300	266,594.17	273,466.77	18,164.16	291,630.93
Noncapitalized Equipment	4400	19,999.44	23,389.50	0.00	23,389.50
Food	4700	14,595.64	0.00	20,012.39	20,012.39
Total, Books and Supplies		306,665.92	302,856.27	38,176.55	341,032.82
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	205,252.14	456,131.32	60,500.00	516,631.32
Travel and Conferences	5200	20,929.30	22,800.00	0.00	22,800.00
Dues and Memberships	5300	15,095.00	16,400.00	0.00	16,400.00
Insurance	5400	39,363.19	42,800.00	0.00	42,800.00
Operations and Housekeeping Services	5500	3,199.67	3,500.00	0.00	3,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	40,340.25	40,800.00	0.00	40,800.00
Transfers of Direct Costs	5700-5799	0.00	156,571.16	(156,571.16)	0.00
Professional/Consulting Services & Operating Expend.	5800	650,013.21	694,666.19	25,037.31	719,703.50
Communications	5900	100,040.70	108,800.00	0.00	108,800.00
Total, Services and Other Operating Expenditures		1,074,233.46	1,542,468.67	(71,033.85)	1,471,434.82
6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)					
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00
<i>Depreciation Expense (for full accrual basis only)</i>	6900	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00
Transfer of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00
Debt Service:					
Interest	7438	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,577,168.61	5,732,411.37	1,554,755.55	7,287,166.92
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		654,723.38	258,901.74	(0.00)	258,901.74

Revised 06/19

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Motivated Youth Academy
(name continued) _____

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		654,723.38	258,901.74	(0.00)	258,901.74
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,613,178.00	2,077,000.38		2,077,000.38
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(190,901.00)	315,147.62		315,147.62
c. Adjusted Beginning Balance		1,422,277.00	2,392,148.00	0.00	2,392,148.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,077,000.38	2,651,049.74	(0.00)	2,651,049.74
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	278,858.43	364,358.35	0.00	364,358.35
Unassigned / Unappropriated Amount	9790	1,798,141.94	2,286,691.40	(0.00)	2,286,691.39

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name:	Motivated Youth Academy
(name continued)	
CDS #:	37-68213-0129668
Charter Approving Entity:	Mountain Empire Unified School District
County:	San Diego
Charter #:	1628
Fiscal Year:	2026/27

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2026/27			Totals for 2027/28	Totals for 2028/29
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	5,047,005.00	0.00	5,047,005.00	5,518,618.00	6,002,725.00
Education Protection Account State Aid - Current Year	8012	66,780.00	0.00	66,780.00	70,120.00	73,626.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	779,778.00	0.00	779,778.00	818,779.00	859,718.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		5,893,563.00	0.00	5,893,563.00	6,407,517.00	6,936,069.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	79,731.00	79,731.00	83,218.59	86,879.52
Special Education - Federal	8181, 8182	0.00	45,640.00	45,640.00	51,940.00	54,537.00
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	754,028.00	754,028.00	754,028.00	754,028.00
Total, Federal Revenues		0.00	879,399.00	879,399.00	889,186.59	895,444.52
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	447,426.00	447,426.00	485,307.53	525,318.71
All Other State Revenues	StateRevAO	90,741.61	227,930.55	318,672.16	471,224.82	372,937.84
Total, Other State Revenues		90,741.61	675,356.55	766,098.16	956,532.35	898,256.55
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	7,008.50	0.00	7,008.50	7,359.03	7,726.98
Total, Local Revenues		7,008.50	0.00	7,008.50	7,359.03	7,726.98
5. TOTAL REVENUES						
		5,991,313.11	1,554,755.55	7,546,068.66	8,260,594.97	8,737,497.06
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,682,855.67	567,426.20	2,250,281.87	2,384,089.62	2,542,936.56
Certificated Pupil Support Salaries	1200	145,427.13	416,552.74	561,979.87	577,434.32	592,909.56
Certificated Supervisors' and Administrators' Salaries	1300	196,701.89	123,340.01	320,041.89	328,843.05	337,656.04
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,024,984.69	1,107,318.94	3,132,303.63	3,290,366.99	3,473,502.15
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	441,035.70	43,714.37	484,750.07	498,080.70	511,429.26
Non-certificated Support Salaries	2200	434,134.07	0.00	434,134.07	446,072.75	458,027.50
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	59,978.20	0.00	59,978.20	61,627.60	63,279.22
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		935,147.97	43,714.37	978,862.34	1,005,781.05	1,032,735.99

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: **Motivated Youth Academy**
(name continued)

Description	Object Code	FY 2026/27			Totals for 2027/28	Totals for 2028/29
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	372,971.04	225,298.96	598,270.00	628,460.10	663,438.92
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	101,110.30	19,191.07	120,301.37	124,652.57	129,370.08
Health and Welfare Benefits	3401-3402	369,815.64	135,084.36	504,900.00	530,575.31	556,901.28
Unemployment Insurance	3501-3502	26,435.80	7,126.70	33,562.50	33,079.78	33,647.12
Workers' Compensation Insurance	3601-3602	41,643.85	15,912.47	57,556.32	60,146.07	63,087.33
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	14,977.14	33,965.98	48,943.12	50,289.05	51,636.80
Total, Employee Benefits		926,953.77	436,579.54	1,363,533.31	1,427,202.89	1,498,081.53
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	6,000.00	0.00	6,000.00	6,473.34	6,979.17
Books and Other Reference Materials	4200	0.00	0.00	0.00	0.00	0.00
Materials and Supplies	4300	273,466.77	18,164.16	291,630.93	314,637.81	339,223.61
Noncapitalized Equipment	4400	23,389.50	0.00	23,389.50	25,234.71	27,206.55
Food	4700	0.00	20,012.39	20,012.39	21,591.17	23,278.31
Total, Books and Supplies		302,856.27	38,176.55	341,032.82	367,937.03	396,687.63
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	456,131.32	60,500.00	516,631.32	557,388.56	600,942.91
Travel and Conferences	5200	22,800.00	0.00	22,800.00	24,598.70	26,520.84
Dues and Memberships	5300	16,400.00	0.00	16,400.00	17,693.80	19,076.40
Insurance	5400	42,800.00	0.00	42,800.00	46,176.51	49,784.74
Operations and Housekeeping Services	5500	3,500.00	0.00	3,500.00	3,596.25	3,692.63
Rentals, Leases, Repairs, and Noncap. Improvements	5600	40,800.00	0.00	40,800.00	41,289.12	41,811.81
Transfers of Direct Costs	5700-5799	156,571.16	(156,571.16)	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	694,666.19	25,037.31	719,703.50	773,021.64	829,504.57
Communications	5900	108,800.00	0.00	108,800.00	117,383.27	126,555.60
Total, Services and Other Operating Expenditures		1,542,468.67	(71,033.85)	1,471,434.82	1,581,147.86	1,697,889.49
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	0.00	0.00	0.00	0.00	0.00
Principal	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,732,411.37	1,554,755.55	7,287,166.92	7,672,435.83	8,098,896.80
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		258,901.74	(0.00)	258,901.74	588,159.15	638,600.26

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: **Motivated Youth Academy**
(name continued)

Description	Object Code	FY 2026/27			Totals for 2027/28	Totals for 2028/29
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		258,901.74	(0.00)	258,901.74	588,159.15	638,600.26
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	2,077,000.38	0.00	2,077,000.38	2,651,049.74	3,239,208.89
b. Adjustments to Beginning Balance	9793, 9795	315,147.62	0.00	315,147.62		
c. Adjusted Beginning Balance		2,392,148.00	0.00	2,392,148.00	2,651,049.74	3,239,208.89
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,651,049.74	(0.00)	2,651,049.74	3,239,208.89	3,877,809.14
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00	0.00	0.00
Stores	9712	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9713	0.00	0.00	0.00	0.00	0.00
All Others	9719	0.00	0.00	0.00	0.00	0.00
b. Restricted						
	9740		0.00	0.00	0.00	0.00
c. Committed						
Stabilization Arrangements	9750	0.00		0.00	0.00	0.00
Other Commitments	9760	0.00		0.00	0.00	0.00
d. Assigned						
Other Assignments	9780	0.00		0.00	0.00	0.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	364,358.35	0.00	364,358.35	383,621.79	404,944.84
Undesignated / Unappropriated Amount	9790	2,286,691.40	(0.00)	2,286,691.39	2,855,587.09	3,472,864.30

Coversheet

MYA 5120 Safe Learning Environment Policy

Section: X. Policy Development
Item: A. MYA 5120 Safe Learning Environment Policy
Purpose: Vote
Submitted by: Gigi Lenz
Related Material:
MYA 5120 Safe Learning Environment Policy - For Board Adoption - 2026.06.11.pdf

BACKGROUND:

Senate Bill 848 (Chapter 460, Statutes of 2025), signed by Governor Gavin Newsom on October 7, 2025, established new requirements designed to strengthen student safety, prevent child abuse and neglect, and promote safe learning environments throughout California schools. The law applies to school districts, county offices of education, charter schools, and private schools.

Under Education Code Section 32100 and amendments to Education Code Section 32282, governing bodies of charter schools are required to adopt policies and procedures addressing the supervision and protection of students from child abuse, neglect, and sex offenses no later than July 1, 2026. The law also strengthens requirements related to professional boundaries between adults and students, mandated reporter training, prevention education, and procedures for reporting concerns involving student safety.

The proposed policy has been developed to ensure compliance with SB 848 and related provisions of the Education Code. Key components include:

- Standards for maintaining appropriate professional boundaries between adults and students.
- Procedures for preventing, identifying, reporting, and responding to suspected child abuse, neglect, and sexual misconduct.
- Expectations for employees, contractors, and volunteers regarding student safety.
- Training requirements for mandated reporters and staff members who work with students.
- Procedures for reporting concerns and protecting students from retaliation.
- Measures designed to support safe, respectful, and nurturing learning environments.

As a flex based based charter school, Motivated Youth Academy remains committed to providing safe educational settings for all students during school-sponsored activities, meetings, events, and programs. Adoption of this policy will ensure compliance with state law and reinforce the school's commitment to student safety and well-being.

RECOMMENDATION:

It is recommended the Board approve MYA 5120 Safe Learning Environment Policy.

Fiscal Impact: None.

SAFE LEARNING ENVIRONMENT POLICY

Purpose

The Board is committed to maintaining safe, supportive, and nurturing learning environments that are free from fear, threats of violence, sexual misconduct, abuse, exploitation, harassment, and other inappropriate conduct. The Board recognizes that all students have the right to learn in environments that promote safety, dignity, well-being, and healthy relationships.

This policy is adopted in accordance with the requirements of the California Safe Learning Environments Act (Education Code Section 32100 et seq.) and other applicable state and federal laws governing student safety, welfare, and protection from abuse and misconduct.

Professional Boundaries

The school shall establish and maintain clear professional boundaries:

1. Between students and employees, volunteers, and contractors.
2. Among students.
3. Among employees, volunteers, and contractors.

All adults interacting with students shall maintain professional relationships that support student safety, welfare, and educational success. Conduct that exploits, abuses, grooms, intimidates, harasses, or otherwise compromises appropriate boundaries is prohibited.

Electronic Communications

The Director or designee shall establish guidelines governing communication between students and employees, volunteers, and contractors through text messaging, social media, electronic messaging platforms, and other forms of communication. Such guidelines shall establish appropriate limits on communications and may vary according to student age or grade level. Whenever practicable, communications should include an educational rights holder or occur through school-approved platforms.

Safe and Supervised Environments

The school shall promote classroom and nonclassroom environments that are easily supervised and designed to reduce opportunities for misconduct, abuse, violence, and inappropriate interactions. Facility design, furnishings, operational practices, and supervision protocols shall support student safety and visibility.

SAFE LEARNING ENVIRONMENT POLICY**Training and Awareness**

The school shall provide training and awareness activities for employees and, as appropriate, students regarding:

- Appropriate professional boundaries and relationships.
- Healthy peer interactions and relationships.
- Recognition of grooming behaviors, abuse indicators, and other warning signs of misconduct.
- Strategies to reduce risk and maintain appropriate boundaries.
- Reporting procedures and available support resources.

Reporting and Response

The school encourages the prompt reporting of suspected child abuse, neglect, sexual misconduct, boundary violations, harassment, assault, or other inappropriate conduct. Reports shall be addressed in accordance with applicable law, school procedures, mandated reporting requirements, and student safety protocols. The school shall take appropriate corrective action when misconduct is substantiated.

Administrative Regulations

The Director or designee shall develop administrative regulations necessary to implement this policy and ensure compliance with applicable state and federal laws.

Coversheet

Approval of MYA 5125 Extreme Weather Policy

Section: X. Policy Development
Item: B. Approval of MYA 5125 Extreme Weather Policy
Purpose: Vote
Submitted by: Bill Dobson
Related Material: MYA 5125 Extreme Weather Policy - For Board Adoption - 2026.06.11.pdf

BACKGROUND:

California Education Code Section 33355 requires all local educational agencies, including charter schools, to develop, adopt, and implement protocols for addressing extreme weather conditions no later than July 1, 2026. The legislation was enacted to promote student safety during outdoor physical activities when severe weather conditions may pose a risk to student health and well-being.

For purposes of the law, "extreme weather conditions" include occurrences of unusually severe weather, such as extreme heat, excessive precipitation, flooding, or other weather-related events that may create unsafe conditions for students participating in outdoor activities.

Although Motivated Youth Academy operates as a flex based independent study charter school and does not maintain a traditional school campus, students regularly participate in outdoor activities through physical education, meet-ups, community-based learning experiences, student events, graduation ceremonies, and other school related activities. As such, the school is required to establish procedures to ensure student safety during periods of extreme weather.

The proposed Extreme Weather Conditions Policy establishes clear procedures for monitoring weather conditions, determining when outdoor activities should be modified or suspended, communicating with students, families, and staff, and identifying appropriate alternative indoor activities when necessary. The protocol also outlines staff responsibilities for recognizing signs of weather-related illness or distress and responding appropriately.

In accordance with Education Code requirements, the protocol includes:

- Criteria for determining when weather conditions are considered extreme and require modification or cancellation of outdoor activities;
- Procedures for monitoring weather forecasts, advisories, and emergency alerts;
- Communication procedures for notifying staff, students, and families of schedule changes or activity modifications;
- Alternative indoor activities or virtual options when outdoor participation is not advisable;
- Staff training and awareness regarding weather-related health risks and emergency response procedures; and

- Coordination with local emergency management, public health, and weather agencies as appropriate.

The protocol will be reviewed annually and updated as necessary to reflect changes in law, guidance from the California Department of Education, or operational needs of the school.

RECOMMENDATION:

It is recommended the Board approve MYA 5125 Extreme Weather Policy for Motivated Youth Academy (#1628).

Fiscal Impact: None.

EXTREME WEATHER POLICY

Purpose and Scope

The Board of Directors is committed to protecting the health, safety, and well-being of all students, staff, volunteers, and visitors during extreme weather conditions. In accordance with the CDE's Education Code §33355, this policy establishes procedures for monitoring weather-related hazards and implementing appropriate measures to modify, relocate, postpone, or cancel outdoor activities when environmental conditions present a risk to student safety.

This policy applies to all school-sponsored outdoor activities, including but not limited to school-sponsored activities, independent study meetings, meet-ups, community events, testing activities, work-based learning experiences, or other educational programs.

Definitions of Extreme Weather Conditions

For purposes of this policy, "Extreme Weather Conditions" include environmental conditions that may adversely affect student health and safety, including:

1. Extreme Heat
 - Heat conditions identified through the California Department of Public Health (CDPH) Heat Risk Grid or National Weather Service HeatRisk Tool.
 - HeatRisk Levels:
 - Level 0 (Green): Little to no risk.
 - Level 1 (Yellow): Minor risk.
 - Level 2 (Orange): Moderate risk.
 - Level 3 (Red): Major risk.
 - Level 4 (Magenta): Extreme risk.
2. Poor Air Quality
 - Elevated Air Quality Index (AQI) levels due to pollution, ozone, wildfire smoke, or other airborne contaminants.
3. Severe Weather Conditions
 - Lightning, thunderstorms, heavy rain, flooding, high winds, excessive cold, or other hazardous weather conditions identified through official weather alerts.
4. Environmental Hazards
 - Any environmental condition determined by school administration to create an unreasonable risk to student safety.

EXTREME WEATHER POLICY

Weather and Air Quality Monitoring Procedures

The Director or designee shall establish procedures to monitor weather and environmental conditions before and during outdoor activities.

Monitoring shall include:

1. Daily review of:
 - National Weather Service forecasts and alerts.
 - National Weather Service HeatRisk forecasts.
 - CalHeatScore data, when available.
 - Local Air Quality Management District reports.
 - AirNow or other recognized AQI monitoring systems.
2. Additional monitoring during:
 - Heat advisories.
 - Excessive heat warnings.
 - Wildfire events.
 - Severe weather watches or warnings.
3. Continuous observation of onsite conditions and student well-being throughout outdoor activities.

Decision-Making Responsibilities and Timelines

The Director or designee shall have authority to determine when weather conditions require modification, relocation, postponement, or cancellation of outdoor activities.

Responsibilities include:

1. Monitoring environmental conditions daily.
2. Consulting applicable public health and weather guidance.
3. Communicating decisions to staff in a timely manner.
4. Coordinating implementation of alternative activity plans.

Whenever possible:

- Decisions affecting the scheduled appointments shall be made before student arrival.
- Decisions affecting school activities shall be made no later than two hours before the scheduled start time.
- Immediate modifications may be implemented whenever conditions unexpectedly deteriorate.

STUDENT SERVICES**5125-MYA**

EXTREME WEATHER POLICY**Criteria for Modifying or Canceling Outdoor Activities**

The following criteria shall guide decision-making:

Extreme Heat

HeatRisk Level 0 (Green)

- Outdoor activities may proceed as planned.

HeatRisk Level 1 (Yellow)

- Increase hydration opportunities.
- Encourage shade use and rest breaks.

HeatRisk Level 2 (Orange)

- Reduce strenuous activity.
- Increase rest periods.
- Move activities to cooler times of day when feasible.
- Closely monitor students for signs of heat illness.

HeatRisk Level 3 (Red)

- Cancel or relocate strenuous outdoor activities during peak heat periods, generally between 10:00 a.m. and 5:00 p.m.
- Move activities indoors whenever feasible.
- Implement enhanced hydration and cooling measures.

HeatRisk Level 4 (Magenta)

- Cancel outdoor activities.
- Conduct activities indoors in cooled environments whenever possible.

Air Quality

Outdoor activities shall be modified or canceled when AQI levels or wildfire smoke conditions present a health risk to students, particularly sensitive populations. The Director or designee shall use current public health guidance when determining activity restrictions.

STUDENT SERVICES**5125-MYA**

EXTREME WEATHER POLICY**Other Severe Weather**

Outdoor activities shall be suspended, relocated, postponed, or canceled when:

- Lightning is present or imminent.
- Flooding conditions exist.
- High winds create unsafe conditions.
- Heavy rain substantially increases risk of injury.
- Any official weather warning indicates conditions hazardous to student safety.

Indoor and Alternative Activity Plans

The school shall maintain designated indoor alternatives for outdoor activities affected by extreme weather.

Alternative activities may include:

- Indoor physical education.
- Indoor movement and fitness activities.
- Multipurpose room activities.
- Indoor recess programs.
- Educational enrichment activities.
- Virtual or modified activities.

School staff shall ensure indoor spaces are available and appropriately supervised.

Communication Protocols

The Director or designee shall ensure timely communication regarding weather-related modifications.

Notifications may include:

- Staff email.
- Smore newsletter or similar communication platform.
- Text messages.
- Automated phone notifications.
- School website postings.

Communications shall include:

- Description of weather conditions.

STUDENT SERVICES**5125-MYA**

EXTREME WEATHER POLICY

- Activities affected.
- Alternative arrangements.
- Any required student preparations.

Mitigation Measures and Site Preparedness

The school shall maintain reasonable mitigation measures to reduce weather-related risks, including:

1. Access to drinking water at all outdoor activity locations.
2. Availability of shaded areas and cooling spaces.
3. Indoor cooling locations during periods of extreme heat.
4. Procedures for responding to heat-related illness.
5. Monitoring equipment or access to weather and AQI data.
6. Emergency response procedures for severe weather events.
7. Equitable access to mitigation resources across all school programs and activities.

Staff Training Requirements

All staff responsible for supervising students outdoors shall receive annual training on:

1. This Extreme Weather Policy and related procedures.
2. Recognition of heat-related illness, including:
 - Heat cramps.
 - Heat exhaustion.
 - Heat stroke.
3. Recognition of respiratory distress associated with poor air quality.
4. Hydration and cooling strategies.
5. Emergency response procedures.
6. Activity modification requirements during extreme weather events.

Training shall be conducted at the beginning of each school year and as needed throughout the year.

Annual Review and Update Process

The Board of Directors shall ensure this policy is reviewed annually.

The annual review shall include consideration of:

1. Changes in applicable laws or regulations.

EXTREME WEATHER POLICY

2. Updated guidance from the California Department of Education, California Department of Public Health, and National Weather Service.
3. Incident reports and lessons learned.
4. Educational partner feedback.
5. Emerging weather trends and environmental risks.

Administrative Regulations

The Executive Director or designee shall develop and implement administrative regulations necessary to carry out this policy and ensure compliance with applicable state and federal laws. Such regulations shall address weather and air quality monitoring, activity modifications, communication procedures, emergency response protocols, staff training, and site preparedness measures.