



**MOTIVATED YOUTH ACADEMY
(MY Academy / MYA)**

**CHARTER RENEWAL PETITION
For the term July 1, 2027 through June 30, 2032**

**Presented to
MOUNTAIN EMPIRE UNIFIED SCHOOL DISTRICT
September 16, 2026**

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AFFIRMATIONS

Motivated Youth Academy (“MYA,” “MY Academy,” or the “Charter School”), located within the boundaries of the Mountain Empire Unified School District (“MEUSD” or the “District”) is true to the best of my knowledge and belief. MYA will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to that MYA:

- Shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Declares that it shall be deemed the exclusive public school employer of the employees of MYA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- Shall be non sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the Charter School, unless MYA receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)].

Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school, children of charter school teachers, staff, or founders named in the initial charter, may be permitted by the chartering school district on an individual charter school basis. The priority order for any admissions preferences shall be determined in the charter petition and shall comply with all or the following:

- i) Each preference type shall be approved by the District at a public hearing;
- ii) Preferences shall be consistent with federal law, the California Constitution, and Education Code Section 200;
- iii) Preferences shall not result in limiting enrollment access for students with disabilities¹, academically low-achieving students, English Learners, neglected or

¹ Special education students may not participate in independent study unless it is specified as an instructional method in their Individualized Education Program. (Ed. Code Section 51745(c).)

delinquent students, homeless or economically disadvantaged students, foster youth, or based on a student's nationality, race, ethnicity, or sexual orientation;

In accordance with Education Code Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers at MYA hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment . The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves MYA without graduating or completing the school year for any reason, MYA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- May encourage parental involvement, but shall notify the parents and guardians of applicant

pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

- Shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- MYA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- MYA shall on a regular basis consult with its parents, legal guardians, and teachers regarding MYA's educational programs. [Ref. Education Code Section 47605(d)(2)]
- MYA shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- MYA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610(c)]
- MYA shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- MYA shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- MYA shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- MYA shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- The Charter School shall comply with Education Code Section 51744, *et seq.* related to

independent study, as applicable.

- Charter School shall meet or exceed the legally required minimum number of school days. [Ref. California Code of Regulations, Title 5, Section 11960(b)]
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]



Lead Petitioner Signature
CEO/Director
Motivated Youth Academy

September 15, 2026
Date

CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status (“DASS”) schools. Each of the three tiers has unique qualifying criteria.

MYA is approved as a DASS school and is eligible for charter renewal, as demonstrated below.

Renewal criteria for a DASS school are set forth in Education Code Section 47607(c)(7), which states:

Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

DASS Metrics for MYA

The DASS renewal “alternative metrics” for MYA are confirmed in an August 13, 2020 Memorandum of Understanding (“MOU”) with the District. These metrics are as follows:

- a. **Attendance Rates:** The Charter School shall maintain an average attendance rate of 85% or higher in each of the fiscal years prior to the fiscal year in which the Charter School seeks

Charter renewal, for both its adult drop-out recovery program students (ages 18 – 25) and its school-aged student population

- b. **Graduation Rates:** The Charter School shall maintain an average graduation rate of the following in each of the fiscal years prior to the fiscal year in which the Charter School seeks charter renewal:
 - i. Adult drop-out recovery program student population (ages 18 – 25) 85% Graduation Rate.
 - ii. School-aged student population – 90% Graduation Rate
- c. **Suspension Rates:** The Charter School shall maintain an average suspension rate of 5% or less for the duration of the charter term prior to renewal, for both, its adult drop-out recovery program student population (ages 18 – 25) and its regular student population
- d. **Expulsion Rates:** The Charter School shall maintain an average expulsion rate of 5% or less for the duration of the charter term prior to renewal, for both its adult drop-out recovery program student population (ages 18 – 25) and its regular student population
- e. **Course Completion Rates:** The Charter School shall maintain an average course completion rate of 85% or higher, as measured by the number of courses completed and subsequent credits earned, for the duration of the charter term prior to renewal, for both its adult drop-out recovery program student population (ages 18 – 25) and its regular student population
- f. **College/Career Indicators for WIOA Students:** The Charter School shall monitor Workforce Innovation and Opportunity Act (“WIOA”) students’ post-secondary internships and employment opportunities through an agreement with the KRA Corporation or similar provider. The Charter School will work with KRA to monitor individuals for one year after graduation from the Charter School and exiting the WIOA program.

Attendance Rates:

Program	Goal	2023	2024	2025
Adult Drop-Out Recovery Program (Ages 18-25)	85%	92.99%	91.09%	88.54%
School-Aged Student Population	85%	94.57%	92.81%	90.87%

For the past three years, MYA has successfully met the alternative metric for attendance across both its Adult Drop-Out Recovery Program and its school-aged student population.

Graduation Rates:

Program	Goal	2023	2024	2025
Adult Drop-Out Recovery Program (Ages 18-25)	85%	75%	90.4%	76.7%
School-Aged Student Population	90%	46%	62.2%	52.5%

Though DASS students encounter significant barriers, MYA's Adult Drop-Out Recovery Program achieved strong outcomes with a three-year average graduation rate of nearly 81% (peaking at 90.4% in 2024), while school-aged student graduation rates showed notable growth, increasing from 46% in 2023 to 62.2% in 2024.

Suspension Rates:

Program	Goal	2023	2024	2025
Adult Drop-Out Recovery Program (Ages 18-25)	5%	0%	0%	0%
School-Aged Student Population	5%	0%	0%	0%

Over the past three years, MYA has consistently met the alternative metric for suspension rates across both its Adult Drop-Out Recovery Program and school-aged student populations, maintaining a 0% suspension rate and never suspending a student.

Expulsion Rates:

Program	Goal	2023	2024	2025
Adult Drop-Out Recovery Program (Ages 18-25)	5%	0%	0%	0%
School-Aged Student Population	5%	0%	0%	0%

Over the past three years, MYA has consistently met the alternative metric for expulsion rates across both its Adult Drop-Out Recovery Program and school-aged student populations, maintaining a 0% expulsion rate and never expelling a student.

Course Completion Rates:

Program	Goal	2023	2024	2025
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Adult Drop-Out Recovery Program (Ages 18-25)	85%	94%	94%	95%
School-Aged Student Population	85%	99%	99%	99%

Over the past three years, MYA has consistently exceeded the alternative metric for course completion rates across both its Adult Drop-Out Recovery Program and school-aged student populations.

College/Career Indicators for WIOA Students:

The annual MYA Post-Graduation Survey, which was given in 2023, 2024, and 2025, collects student demographics, post-secondary plans, and evaluative school feedback to help MY Academy refine its support systems and monitor WIOA participation. It captures basic personal details, including name, age, non-MY Academy email, phone number, and ethnic background. It gathers specific data on graduates' immediate next steps, such as employment, military service, two-or-four-year college enrollment, or trade school, along with their target career pathways and specific institution or job names. Additionally, the survey asks students to evaluate how effectively MY Academy prepared them for college or the workforce, identifying helpful resources (like teacher support, study skills, or goal setting) and gathering suggestions for improving the overall student experience.

Evidence supporting MYA's monitoring of Workforce Innovation and Opportunity Act ("WIOA") students' post-secondary internships and employment opportunities is below:

- **Immediate Next Steps:** Most graduates plan to get a new job (34%) or enroll in a two-year college (34%). Other common paths include continuing their current job (30.9%), entering trade/technical training (26.6%), enrolling in a four-year university (14.9%), or entering military service (5.3%).
- **College Attendance:** 47.9% report plans to attend college, with top choices including local community colleges such as Palomar College, Cuyamaca College, San Diego City College, Santiago Canyon College, and Orange Coast College, as well as four-year universities like Cal State Long Beach, UC Santa Barbara, Cal Poly SLO, and Biola University.
- **Trade School & Workforce Entry:** 20.2% plan to attend a trade school (e.g., cosmetology, electrical, automotive, or welding programs), while 53.2% plan to enter the workforce directly across various fields like customer service, construction, food service, childcare, and specialized trades.
- **Career Pathways:** The most frequently selected career focus areas are Business & Finance (11.7%), Engineering & Architecture (10.6%), Health Science & Medical Technology (9.6%), and Arts, Media, & Entertainment (9.6%).

Dashboard Performance – State and Local Indicators

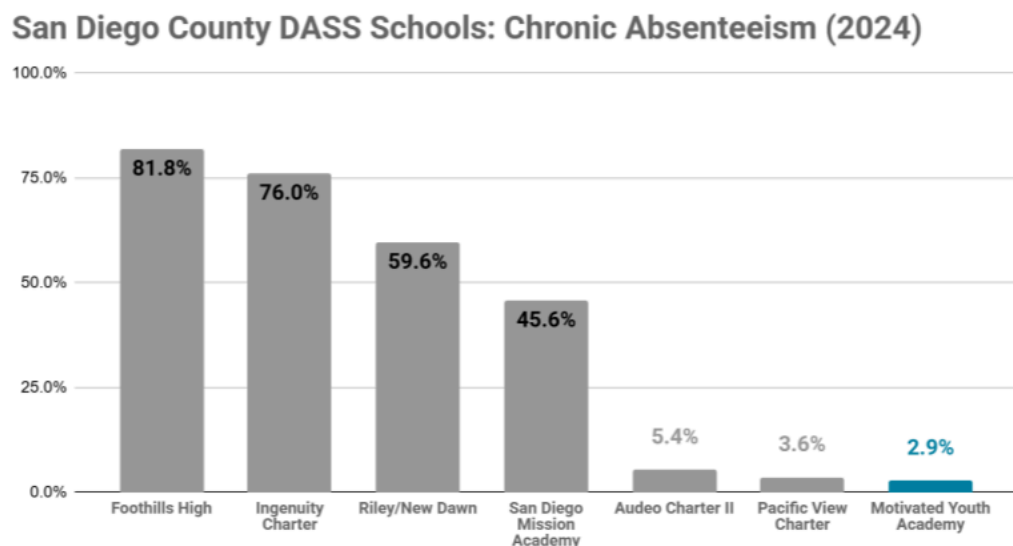
Although Dashboard performance is not the primary deciding factor for renewal of a DASS school, the law provides for consideration of the Charter School's performance on the state and local indicators on the Dashboard. Relevant Dashboard performance for MYA in the years 2024 and 2025 is summarized below:

2024 Dashboard:

Chronic Absenteeism Rate:

MYA had only a 2.9% chronic absenteeism rate for 2024, putting MYA in the green category on the Dashboard and ahead of the state average for this metric. MYA had the lowest Chronic Absenteeism rate among all DASS schools in San Diego County.

San Diego County DASS Schools: Chronic Absenteeism (2024)



Compared to other DASS schools in San Diego County, Motivated Youth Academy's rate of Chronic Absenteeism is lower than most.

Suspension Rate:

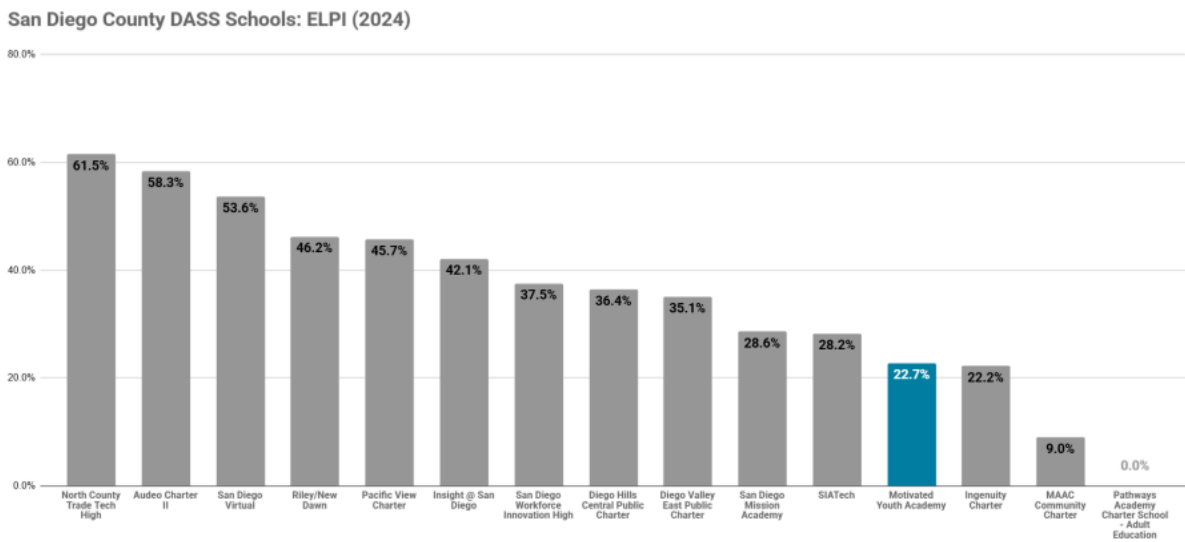
MYA maintained a 0% suspension rate on the 2024 Dashboard, putting MYA in the blue category on the Dashboard and ahead of the state average for this metric.

English Learner Progress:

MYA had no performance color for English Learner Progress on the 2024 Dashboard. This was due

to the number of students who fell in the “Current English Learners” and “Recently Reclassified English Learners” categories, respectively, being lower than 11. MYA's ELPI scores are consistently in line with most other DASS schools in San Diego.

San Diego County DASS Schools: ELPI (2024)



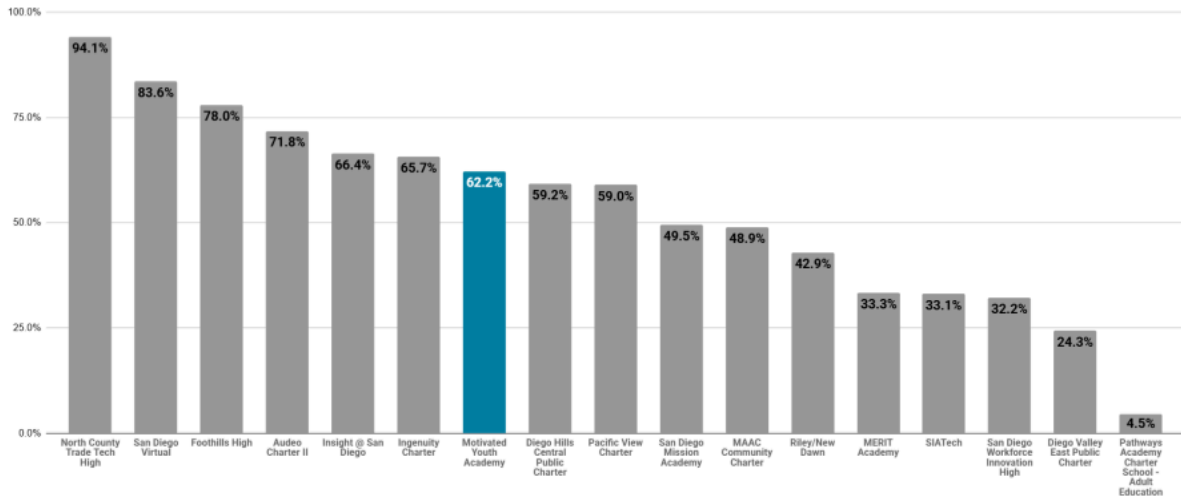
Motivated Youth Academy's ELPI scores are consistently in line with most other DASS schools in San Diego County.

Graduation Rate:

MYA’s graduation rate on the 2024 Dashboard was 62.2%, which is an increase of 16.2% from the prior year. For a DASS school, which by definition serves a vulnerable student population with numerous life challenges, graduation rate is an ongoing challenge. MYA's graduation rate is in line with most other DASS schools in San Diego County. Additionally, the one-year graduation rate has remained relatively stable and in 2024, met the alternative metric with a 90.4% 1-year graduation rate.

San Diego County DASS Schools: Graduation Rate (2024)

San Diego County DASS Schools: Graduation Rate (2024)

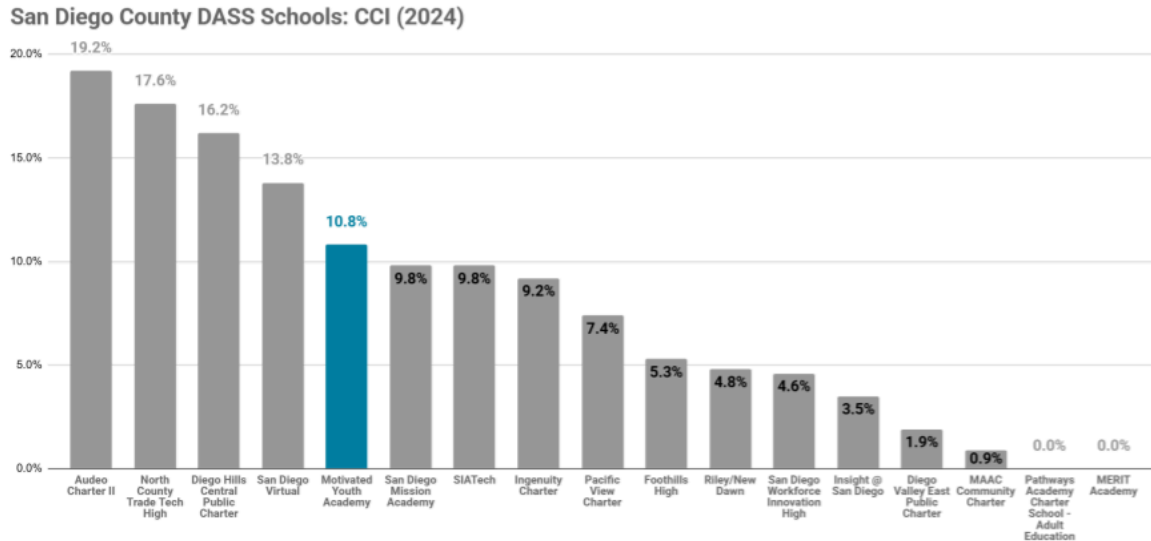


Motivated Youth Academy's graduation rate are consistently in line with most other DASS schools in San Diego County.

College/Career Rate:

MYA was in the yellow category on the 2024 Dashboard for College/Career preparedness rate. The state was also in the yellow category for College/Career on the Dashboard for that same year. MYA's College/Career preparedness rate was in the top quartile in 2024 when compared with other DASS schools in San Diego County.

San Diego County DASS Schools: CCI (2024)



Compared to other DASS schools in San Diego County, **Motivated Youth Academy's CCI percentage places them in the upper half of performance.**

English Language Arts:

MYA was in the red category on the 2024 Dashboard, 99 points below standard, for English Language Arts. It is important to note that the state as a whole was in the orange category for English Language Arts for the same year, 13.2 points below standard.

Mathematics:

MYA was in the red category on the 2024 Dashboard, 156.1 points below standard, for Mathematics. It is important to note that the state as a whole was in the orange category for Mathematics for the same year, 47.6 points below standard.

CAASPP Trends - All Students



Overall Distance from Standard (DFS) has fluctuated over the past five years in ELA while it has roughly followed similar trends as the district in Math.

Local Indicators

Basics: Teachers, Instructional Materials, Facilities:

MYA met the standard for the local indicator Basics: Teachers, Instructional Materials, Facilities.

Implementation of Academic Standards:

MYA met the standard for the local indicator Implementation of Academic Standards.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4

Full Implementation

Mathematics – Common Core State Standards for Mathematics

4

Full Implementation

History - Social Science

4

Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4

Full Implementation

Next Generation Science Standards

4

Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

History - Social Science

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Next Generation Science Standards

5

Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4

Full Implementation

Mathematics – Common Core State Standards for Mathematics

4

Full Implementation

History - Social Science

4

Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4

Full Implementation

Next Generation Science Standards

4

Full Implementation

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

2

Beginning Development

Physical Education Model Content Standards

4

Full Implementation

World Language

4

Full Implementation

Health Education Content Standards

4

Full Implementation

Visual and Performing Arts

4

Full Implementation

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4

Full Implementation

Identifying the professional learning needs of individual teachers

4

Full Implementation

Providing support for teachers on the standards they have not yet mastered

4

Full Implementation

Parent and Family Engagement:

MYA met the standard for the local indicator of Parent and Family Engagement.

MY Academy has made significant progress in building strong relationships between school staff and families. Our key strengths lie in several strategic areas:

One-on-One Student and Family Meetings: We prioritize personalized interactions through weekly one-on-one meetings, ensuring that every student's needs are addressed in collaboration with their families. These meetings foster a deeper understanding and stronger connection between the school staff and the families, promoting student success.

Meet-Ups: Our meet-ups provide an opportunity for families to engage directly with teachers, school staff, and school administrators. These events facilitate open communication, allowing families to gain insights into their children's educational experiences and fostering a sense of community and trust.

Culturally Appropriate and Responsive Input: We actively seek and incorporate input from our educational partners, ensuring that our approaches are culturally appropriate and responsive. This commitment helps us to better understand and meet the diverse needs of our student population, creating a more inclusive and supportive educational environment.

By focusing on these strengths, MY Academy has made notable progress in enhancing the relationships between school staff and families, contributing to a more cohesive and supportive community.

Local Climate Survey:

MYA met the standard for the local indicator of Local Climate Survey.

Our local climate survey data comes from the EPAC LCAP/School Planning Input Survey. For the 2024 Dashboard year, we received 92 responses, providing valuable insights into the school environment and areas for improvement. The data is disaggregated by various student groups, enabling us to identify specific needs and preferences across different demographics.

Of the respondents, 20.7% are English Learners (ELs), 4.3% are from low socioeconomic status (Low SES) backgrounds, and 15.2% are students with disabilities (SPED). The demographic breakdown is as follows:

American Indian or Alaskan Native or Hawaiian: 20.9%

African American: 3.3%

Filipino: 2.2%

Hispanic or Latino: 34.1%

White: 18.7%

Two or more races: 16.5%

Access to a Broad Course of Study:

MYA met the standard for the local indicator of Access to a Broad Course of Study.

MY Academy employs several locally selected measures and tools to ensure that all students have access to, and are enrolled in, a broad course of study. These measures are tailored to track access across different grade spans, unduplicated student groups, and individuals with exceptional needs. A key measure in this process is the review of student transcripts by the school counselor. The counselor meticulously evaluates each student's transcript to ensure they are placed in courses that align with their individual needs and academic goals. This personalized approach helps to accommodate the unique requirements of all students, including those with exceptional needs. Furthermore, MY Academy guarantees that all students have access to the necessary standards-aligned coursework through the provision of school-issued computers and Wi-Fi hotspots. This ensures that every student, regardless of their socioeconomic background or personal circumstances, can participate fully in their educational program. These tools and measures collectively support the goal of providing a comprehensive and inclusive education for all students at MY Academy.

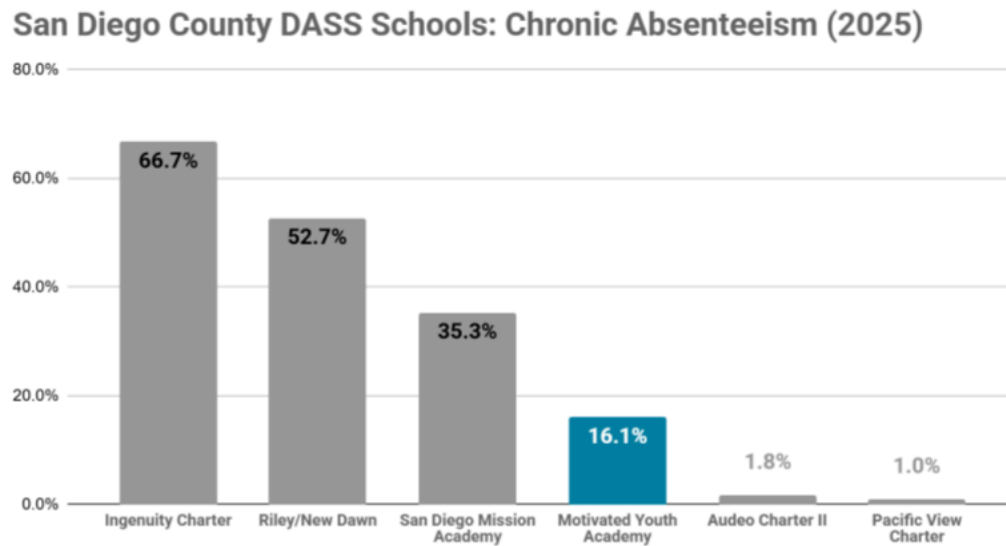
Science:

MYA had no performance color for Science on the 2024 Dashboard.

2025 Dashboard:**Chronic Absenteeism Rate:**

MYA had a 16.1% chronic absenteeism rate for 2025, putting MYA in the orange category on the Dashboard. It is important to note that the state average for that same Dashboard year was a 17.1% chronic absenteeism rate. Because the California State Dashboard only measures chronic absenteeism for grades K–8, this rate applies to just 53 students (14% of MYA's total enrollment). MYA's chronic absenteeism rate placed it in the median range compared to other DASS schools in San Diego County.

San Diego County DASS Schools: Chronic Absenteeism (2025)



Compared to other DASS schools in San Diego County, Motivated Youth Academy's rate of Chronic Absenteeism is lower than most.

Suspension Rate:

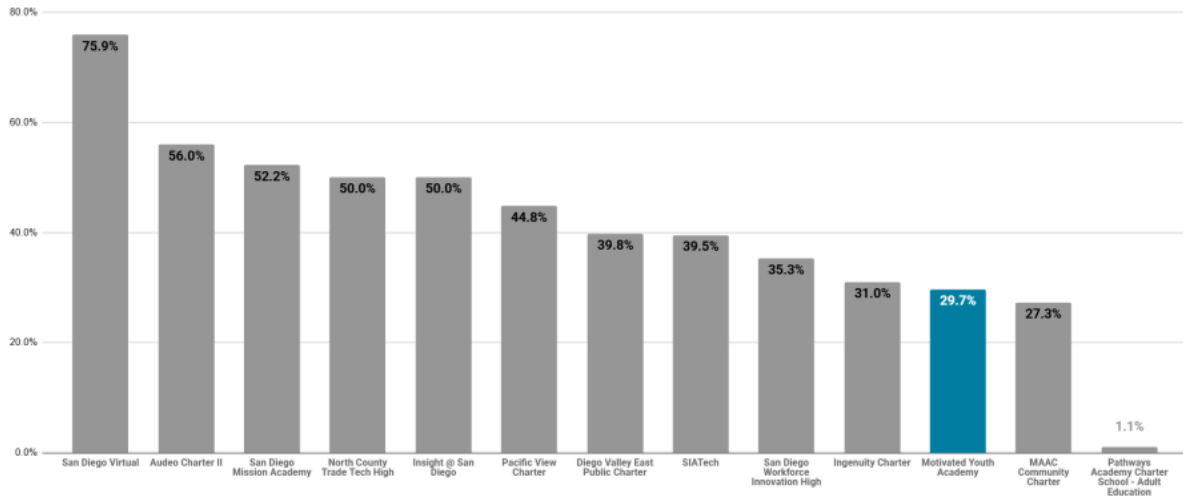
MYA has maintained a 0% suspension rate on the 2025 Dashboard, putting MYA in the blue category on the Dashboard and ahead of the state average for this metric.

English Learner Progress:

MYA had no performance color for English Learner Progress on the 2025 Dashboard. This was due to the number of students who fell in the “Current English Learners” and “Recently Reclassified English Learners” categories, respectively, being lower than 11. MYA's ELPI scores are consistently in line with most other DASS schools in San Diego. Additionally, because students enroll continuously throughout the year, ELPI scores may not fully reflect learning completed at MYA.

San Diego County DASS Schools: ELPI (2025)

San Diego County DASS Schools: ELPI (2025)



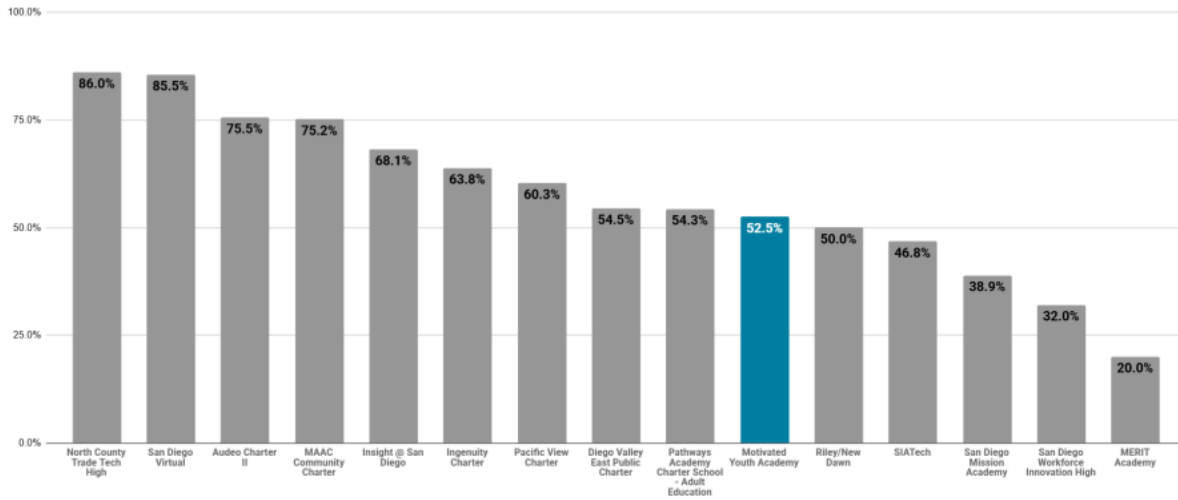
Motivated Youth Academy's ELPI scores are consistently in line with most other DASS schools in San Diego County.

Graduation Rate:

MYA's graduation rate on the 2025 Dashboard was 52.5%. As discussed above, for a DASS school, which by definition serves a vulnerable student population with numerous life circumstances, graduation rate is an ongoing challenge. MYA's graduation rate is in line with most other DASS schools in San Diego County. Because MYA accepts students through the final month of school, late-enrolling 12th graders who do not graduate directly lower the overall graduation rate. This provides context for the decline from the previous school year. However, the one-year graduation rate has remained relatively stable, reaching 76.7% in 2025 despite these challenges and nearing the alternative metric threshold.

San Diego County DASS Schools: Graduation Rate (2025)

San Diego County DASS Schools: Graduation Rate (2025)



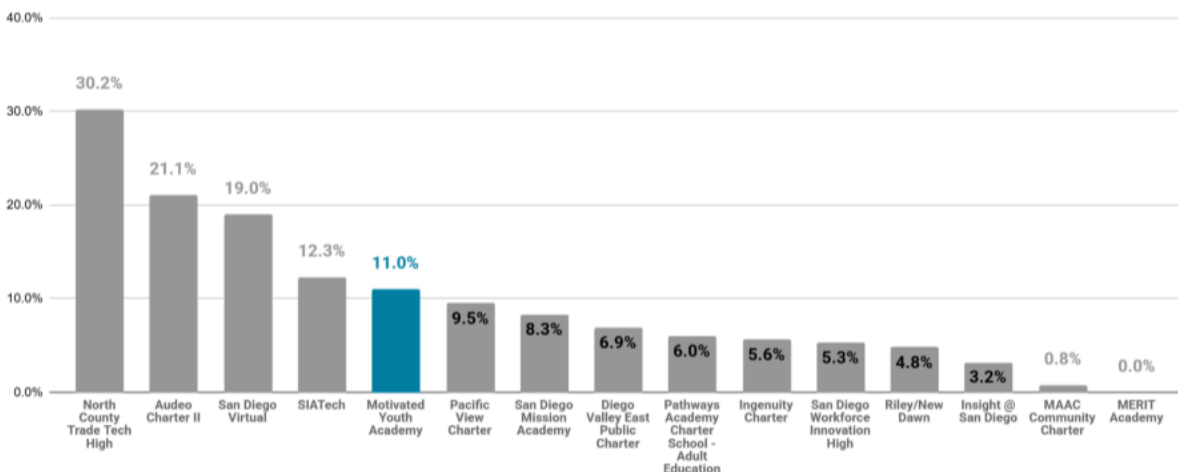
Motivated Youth Academy's 4- and 5-year graduation rates are consistently in line with most other DASS schools in San Diego County.

College/Career Rate:

MYA was in the orange category on the 2025 Dashboard for College/Career preparedness rate. MYA's College/Career preparedness rate was in the top quartile in 2025 when compared with other DASS schools in San Diego County.

San Diego County DASS Schools: CCI (2025)

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Compared to other DASS schools in San Diego County, **Motivated Youth Academy's CCI percentage places them in the upper half of performance.**

English Language Arts:

MYA was in the red category on the 2025 Dashboard, 138.7 points below standard, for English Language Arts. It is important to note that the state as a whole was only in the yellow category for English Language Arts for the same year, 8.1 points below standard. As indicated in the graph below, MYA's performance in English Language Arts without the LOSS penalty would have been 76.8 points below standard, which is in line with the District.

Mathematics:

MYA was in the red category on the 2025 Dashboard, 202.3 points below standard, for Mathematics. It is important to note that the state as a whole was only in the yellow category for Mathematics for the same year, 42.4 points below standard. As indicated in the graph below, MYA's performance in Mathematics without the LOSS penalty would have been 150.2 points below standard.

CAASPP Trends - All Students



Overall Distance from Standard (DFS) has fluctuated over the past five years in ELA while it has roughly followed similar trends as the district in Math.

Basics: Teachers, Instructional Materials, Facilities:

MYA met the standard for the local indicator Basics: Teachers, Instructional Materials, Facilities.

Implementation of Academic Standards:

MYA met the standard for the local indicator Implementation of Academic Standards.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5	Full Implementation And Sustainability
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English Language Development (Aligned to English Language Arts Standards)

5	Full Implementation And Sustainability
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Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability
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Next Generation Science Standards

5	Full Implementation And Sustainability
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History - Social Science

5	Full Implementation And Sustainability
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Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

Next Generation Science Standards

5

Full Implementation And Sustainability

History - Social Science

5

Full Implementation And Sustainability

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

Next Generation Science Standards

5

Full Implementation And Sustainability

History - Social Science

5

Full Implementation And Sustainability

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3	Initial Implementation
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Health Education Content Standards

5	Full Implementation And Sustainability
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Physical Education Model Content Standards

5	Full Implementation And Sustainability
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Visual and Performing Arts

5	Full Implementation And Sustainability
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World Language

5	Full Implementation And Sustainability
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Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4	Full Implementation
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Identifying the professional learning needs of individual teachers

4	Full Implementation
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Providing support for teachers on the standards they have not yet mastered

4	Full Implementation
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Parent and Family Engagement:

MYA met the standard for the local indicator of Parent and Family Engagement.

MY Academy has laid the groundwork for strong community partnerships, establishing Memoranda of Understanding (“MOU”) with several key organizations, such as the Campo Band of Diegueno Mission Indians, the Manzanita Band of Diegueno Mission Indians, the La Posta Band of Diegueno Mission Indians, Southern California American Indian Resource Center, Southern Indian Health Council, One Safe Place North, One Safe Place South, Access Incorporated, Livewell Centers, and Reach University. These partnerships continue to grow, expanding resources and support to enhance student outcomes. Additional strengths include building strong relationships with students and families and driving learning through student interests, skills, and abilities, which helps create meaningful, personalized educational experiences.

A key strength of MYA is successfully engaging educational partners through Parsec surveys,

which are accessible in multiple languages and allow respondents to answer via text, audio, or video. These responses are analyzed using AI to spot trends, enabling MYA to use real-time feedback from monthly surveys to make immediate program adjustments as needed. This ongoing input process has strengthened trust and ensured that educational partner voices help shape school priorities.

Local Climate Survey:

MYA met the standard for the local indicator of Local Climate Survey.

Motivated Youth Academy collected feedback through its Input Surveys from students and parents. Key findings include:

Student Feedback: Net positive sentiment increased from 74% to 80%. Students appreciated personalized support, flexible pacing, and effective learning tools. Some noted challenges with certain assignments and access to counseling.

Parent Feedback: Parents valued the tailored curriculum, student safety, and academic growth. A few expressed a need for stronger mental health support and more structured learning options.

Access to a Broad Course of Study:

MYA met the standard for the local indicator of Access to a Broad Course of Study.

MYA ensures all students have access to a broad course of study through the provision of Chromebooks and hotspots, which allow access to a standards-aligned digital curriculum. Student access and enrollment are monitored through internal data systems that track course completion, participation by student group, and accommodations for individuals with exceptional needs.

Locally collected data show that all students have equitable access to a broad course of study through the use of Chromebooks and hotspots, which provide access to a standards-aligned digital curriculum across grade spans. Internal tracking systems monitor enrollment and course access by student group, including unduplicated students and individuals with exceptional needs. While MYA does not operate multiple school sites, data indicate consistent access across all student groups.

The primary barrier to access is for students living in remote areas with limited or no Wi-Fi connectivity. In these individual cases, MYA works to provide internet access through alternative carriers. When connectivity cannot be established at home, students are given access to local education centers to ensure continued participation in a broad, standards-aligned course of study.

MYA is implementing a competency-based education model, which allows students to demonstrate mastery of standards at their own pace. This approach increases flexibility, supports personalized

learning pathways, and ensures all students have equitable access to a broad course of study that meets their individual needs and learning styles.

Science:

For 2025, Science was included on the Dashboard for informational purposes only and not for accountability determinations.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: *The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. –Education Code Section 47605(c)(5)(A)(i).*

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Mission Statement

MYA’s mission is to create a learning environment that supports each student while strengthening relationships among all educational partners.

Vision Statement

The school’s vision is to remain responsive and adaptable to the evolving needs and interests of students in the 21st century.

Core Values

MYA’s core values, linked in the [EXHIBIT](#) for Element 1, guide every aspect of school life:

- **All Are Welcome** ensures every student feels included and valued.
- **We Celebrate the Small Things** fosters recognition of growth and effort in all forms.
- **We Choose Hope** inspires confidence in students’ potential and perseverance.
- **We Are Servant Leaders** emphasizes caring and service to others.
- **Feedback Is Critical** encourages listening and continuous improvement.
- **We Pursue Gratitude** promotes joy, appreciation, and resilience.

These values inform how staff interact with students, how learning is delivered, and how success is defined.

Portrait of a Learner

MYA's Portrait of a Learner, linked in the [EXHIBIT](#) for Element 1, defines how learners are prepared for life after high school. Learners are more than just academically prepared; they are emotionally intelligent, dependable, and driven by purpose, possessing the essential skills to thrive in a complex world. Students master seven essential employability skills identified by the San Diego County Office of Education and the San Diego Workforce Partnership to thrive in the regional workforce. These skills are:

- Emotional Intelligence
- Dependability
- Resourcefulness
- Collaboration
- Creative and Critical Thinking
- Communication
- Career Development

Ultimately, the MY Academy learner is empowered by knowledge, grounded in values, equipped with skills, committed to their community, and ready for what's next.

Educational Philosophy

MY Academy believes that all students can learn and that life can serve as the curriculum. The school seeks to attract and serve students who can benefit from instruction that is more freely scheduled, flexibly paced, individually targeted, and closely monitored than can occur in a traditional “brick and mortar” classroom. MYA's model becomes distinguishable from other self-directed learning models in that students benefit from intensive academic support from professional educators, a feature lacking in other virtual and independent study settings.

MYA believes that educational success depends on positive student engagement and high levels of interaction with content, instructors, and fellow learners. That interaction occurs when learning is fun, challenging, flexibly-paced, and situated in a climate where curiosity and risk-taking are rewarded.

This learning climate is driven by a curriculum aligned with California's academic content standards and targeted to individual learner needs. In this model, instruction utilizes online and blended learning options to balance the unique advantages of traditional and virtual approaches. A core element of this model is competency-based learning, which allows students to progress by demonstrating mastery of CA state standards at their own pace rather than relying on traditional seat-time. The curriculum is structured to ensure comprehensive coverage of all core subject content by the end of each academic year.

Flexible pacing allows students to spend extra time and effort where they need it most, guided by

their teacher. This personalized approach gives educators the space to adapt to each student's learning style, encourage critical thinking, and provide the tailored support needed for college or career success.

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

School Accreditation

On July 1, 2026, MYA was awarded a six-year accreditation by the Western Association of Schools and Colleges ("WASC"). As part of the "Reimagining WASC" pilot shaping the future of school accreditation, MYA was invited to present its self-study and pilot process at the January 2027 Commission Meeting. MYA's self-study and accreditation letter are linked in the [EXHIBIT](#) for Element 1.

Community Outreach

MYA aims to bridge students to their communities by establishing formal MOUs with local organizations, ensuring students build active connections to resources that support a smooth transition after graduation. MYA's community partners include, but are not limited to:

- Tribal & Regional Health: the Campo Band of Diegueno Mission Indians, the Manzanita Band of Diegueno Mission Indians, the La Posta Band of Diegueno Mission Indians, Southern California American Indian Resource Center, Southern Indian Health Council
- Family & Safety Services: One Safe Place North, One Safe Place South, Access Inc., County of San Diego Health and Human Services Agency Livewell Centers

Providing direct access to these wrap-around services empowers historically underserved students, unlocking their potential and strengthening the broader community.

Students to Be Served

Guided by the belief that "All Are Welcome," MYA offers a supportive, flexible, and inclusive place to learn for all student groups. Anyone looking for a personalized, self-paced education can enroll.

MYA has been identified as a DASS school. This indicates that 70% or more of enrolled students are one of the following 11 student groups:

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year
- Pregnant and/or Parenting Youth
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the

exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days

- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)
- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])
- Homeless Youth

Grade Levels and Enrollment Structure

MYA serves students in grades 6–12. To maximize accessibility for students who work, care for family members, or require an alternative to daily classroom attendance, MYA operates a flexible, year-round multi-track calendar spanning Tracks E, F, and G, linked in the [EXHIBIT](#) for Element 1. Students may only enroll on one track in a single school/fiscal year. Because MYA never closes enrollment, students can enroll at any point during the year and re-engage with their education the exact moment they are ready, rather than waiting for a traditional semester start. Additionally, students are able to graduate as soon as they complete their graduation requirements.

Dropout Recovery Programs

A cornerstone of MYA's "All Are Welcome" mission is our dedicated focus on workforce alignment and dropout recovery, allowing MYA to claim Average Daily Attendance (ADA) for targeting at-risk, out-of-school, and out-of-work youth through two distinct pathways:

1. Youth Dropout Recovery Program: Serving youth between the ages of 16–19 who have dropped out of school or face severe chronic truancy prior to achieving a high school diploma.
2. Adult Dropout Recovery Program: Serving young adults between the ages of 18–25 who have dropped out of school and meet the high-risk eligibility requirements aligned with workforce partners and are eligible for Workforce Innovation and Opportunity Act (WIOA) funded programs.

Workforce Investment Opportunity Act (WIOA)

The federal Workforce Innovation and Opportunity Act (WIOA) designs and funds comprehensive workforce development activities through statewide and local organizations. Its primary purpose is

to increase employment, job retention, earnings, and occupational skills, thereby improving workforce quality and reducing economic dependency.

Title I of the WIOA authorizes specialized services for youth and young adults ages 16 to 24 who are low-income and face specific barriers to employment, making it a good fit for eligible MYA students.

MYA collaborates with WIOA programs funded through the San Diego Workforce Partnership (SWP). The school currently has in place MOUs with Access, Inc. and SCAIR. Through these partnerships, MYA students gain coordinated access to a tiered strategy of career services:

- Core Services: Initial skill assessments, local labor market information, and job search and placement assistance.
- Intensive Services: Individualized career planning, comprehensive guidance, and deep academic/occupational counseling to achieve personal self-sufficiency.
- Training Services: Occupational skills training and internships linked directly to Individual Training Accounts (ITAs), allowing students a choice in their technical training programs.

Mutual Benefits of MYA's WIOA Alignment

By intentionally embedding WIOA frameworks into our education model, MYA delivers targeted benefits directly to DASS student population and the broader community:

- For Student Job Seekers & Youth: Universal access to labor market data, foundational basic skills assessments, leadership development, adult mentoring, and funded resources to attain long-term educational and employment goals.
- For Local Employers & Communities: A highly trained, stable local employee pool through on-the-job and customized training opportunities and localized economic development.

Instructional Framework

MYA believes that if the school a) provides enrollment and access for all students; b) provides a personalized yet flexible learning plan; c) provides relevant learning experiences; and d) gives pathways to careers and/or college, then it can ensure students will be successful in school and prepared to be competitive in today's global economy.

Curriculum and Instructional Design

Student Information System

School Pathways provides the Student Information System ("SIS"), which keeps all student information and allows the school to continually assess its educational program to make data-driven decisions relative to course offerings and student outreach. The SIS has a sophisticated reporting capability that all faculty and staff have access to at varying levels (access is granted dependent on employee status and job needs). This system houses student information and records, employee information and records, grades and transcripts, and state testing information. The SIS reports relative to state reporting mandates such as California Longitudinal Pupil Achievement Data System ("CALPADS"), and it is used to create and house the master schedule.

Learning Management Systems and Curriculum

The school's learning environment will be led by MYA staff, with curriculum delivered via synchronous and asynchronous modes in both an online or offline Independent Study environment. MYA currently contracts with Edmentum, eDynamic Learning, Renaissance, and Burlington English to offer the most up to date, quality curriculum possible.

Core courses cover all the essential subject divisions within each of these academic areas: language arts, mathematics, history/social science, physical sciences, and life sciences. The Charter School will also offer an array of electives reflecting a wide range of student interests, including communications and the professions (e.g., speech and communications, psychology); fine arts studies; liberal arts (including foreign language); computer technology (e.g., computer applications, digital citizenship); and practical skills (e.g., health, strategies for academic success). MYA offers Advanced Placement and "a-g" approved courses in all subject areas, including science courses and fine arts.

Each MYA student receives instruction aligned with California Academic Content Standards, including Common Core, Next Generation Science Standards, History-Social Science Framework, and English Language Development Standards. Built on a competency-based learning framework, instruction allows students to progress as they demonstrate mastery of state standards rather than relying on traditional seat-time. To deliver this personalized curriculum, MYA utilizes Headrush, a learner-centered Learning Management System (LMS) designed specifically for competency- and project-based learning. Personalized learning paths in Headrush are informed by pre-assessments and ongoing synchronous and asynchronous evaluations. Instructors work directly with students through virtual sessions, phone, email, messaging, and dedicated office hours to explain concepts, adapt lessons, and monitor individual pace. Diagnostic data from Headrush allows teachers and support staff to deliver targeted intervention, building missing foundational skills or accelerating learning to ensure academic success.

MYA staff support student progress by helping learners navigate online systems, understand school protocols, and map out their course sequences. Counselors actively guide post-secondary goals by reviewing transcripts, coordinating college and career visits, and delivering instruction on school success. By collaborating with students, families, and educational partners, and providing targeted support for students with IEPs or English Learner designations, MYA counselors ensure every student stays on track toward graduation and post-secondary life.

Designed by MYA and deployed according to MYA's Independent Study model, the charter school's goal is to provide an optimal learning environment while engaging students with a user-friendly curriculum model. All MYA administration, teachers, and support staff tailor student support and success strategies through the lens of what is best for students as a whole as well as for students individually.

Attendance Tracking

The only item that counts for independent study attendance credit is evaluated work or work products that were completed and submitted by the due dates established in the written agreement. When the student submits or demonstrates evidence of work accomplished toward the achievement of set objectives, the teacher credits the student with attendance. This varies day-to-day because learning opportunities are available on a flexible schedule and are paced according to individual

student needs. For Independent Study students, learning time is systematically logged and reported by the Learning Management System (“LMS”), by attendance in live sessions, and/or by offline work recorded in an official online learning log created by the Learning Facilitator based on the auditor’s recommendations. Attendance is reported for both content items and course tools, including all readings, assignments, exams, journals, whiteboard/synchronous session tools, chat, document sharing, and Google Drive. Academic work records will be uploaded to School Pathways each learning period to verify student work hours while in the Independent Study setting.

Student Success Team

The way that MYA’s educational model is designed, every student has access to a Student Success Team (“SST”), which includes parents, teacher, and other school personnel or interested persons. An SST uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. The SST clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. An SST is a general education function.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone connected with the student can be included in the SST to provide information about the student, including strengths, concerns, and strategies that have been used in the past. Team members may include but are not limited to teachers, parents, MYA Staff, doctors, administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved.

The SST meeting steps include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Concerns are discussed, clarified, and listed.
6. Pertinent information and modifications are listed.
7. Concerns are synthesized; one or two are chosen for focus.
8. Strategies to address concerns are brainstormed.
9. Team chooses best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible and timelines for actions are recorded.
12. Follow-up date is set.

After implementation of an SST plan and follow-up, the plan will be further reviewed/revised to address concerns that have not been adequately addressed and/or effectively resolved. In addition, a referral for special education assessment might be deemed appropriate through the SST process.

All Learning Facilitators meet with their students and their parents when necessary throughout the year. The result of such meetings may be a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the student, parents and teachers.

Credit Recovery

MYA's academic program offers a credit recovery option for all students, including those who wish to catch up on credits to transition back to their previous school. Students can recover credits efficiently based on their individual pace. MYA staff provide personalized support through weekly check-ins, custom credit recovery plans, and continuous pacing assistance. Learning Facilitators remain directly accessible via phone, email, and the virtual classroom, offering tailored instruction to help students succeed and meet their goals.

Plan for English Learners

The Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. MYA will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

MYA has developed an English Learner Master Plan, linked in the [EXHIBIT](#) for Element 1, to serve English Learner students, which addresses their needs, meets all state and federal mandates, and has a goal of exiting students from EL status. MYA has access to an EL Testing Assistant on staff who coordinates all English Language Proficiency Assessment for California ("ELPAC") testing, works with Learning Facilitators to provide EL support in the general education setting as outlined in the charter's EL Master Plan.

EL students who do not accelerate one level per year on the ELPAC, or a similar benchmark on the ELPAC, will be monitored and given extra targeted support services.

MYA will translate documents for families for whom English is not the primary language. Documents including all ELPAC testing correspondence, all reclassification materials, and the Master Agreement will be translated as needed.

Identifying Students as English Learners

The Charter School will administer the home language survey upon a student's initial enrollment in a California public school (on enrollment forms). EL students are targeted for ELPAC testing when the Home Language Survey indicates that their primary home language is a language other than English.

1. All students identified EL via the home language survey will be ELPAC tested at the beginning of each year.
2. MYA will notify all parents of its responsibility for ELPAC testing, and parents will be notified of ELPAC results within 30 days from when MYA receives the testing results.
3. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

4. All MYA students are in an English Language Mainstream academic program with an EL Support Course. The mainstream curriculum is taught by English Learner Authorization (“EL Authorization”) certified teachers and includes vocabulary, visual, and thematic based support. EL students are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

Criteria for Reclassifying Reclassified Fluent English Proficient (“RFEP”) English Learner students

The following criteria are used in tandem to determine reclassification:

1. Assessment of Language Proficiency:
 - a. Minimum ELPAC Overall Score of 4
 - b. Minimum ELPAC Oral Language Score of 4
 - c. Minimum ELPAC Written Language Score of 3
2. Teacher Evaluation: Participation of the pupil’s teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
3. Parent Approval: Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
4. Basic Skills Performance: Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification.

EL Support Class

The EL support class will cover the state ELD Standards and focus on building skills in academic vocabulary and reading/writing across the curriculum. The course aids EL students by providing scaffolding to build skills in academic reading and writing in all content area courses. Students will be placed in the course based on their status as an EL student until they have been reclassified. English Language core courses are chosen based on academic level and elective courses are chosen based on student interest and need (i.e. the EL support course).

1. All units include vocabulary and grammar building components and targeted reading/writing strategies across content areas.
2. Each individual unit is centered around a specific theme and a specific reading/writing strategy.
3. EL students will be monitored every quarter relative to performance in the EL support class and progress in all academic courses. The Assessment Coordinator will conference

- with core and support teachers on an ongoing basis (quarterly).
4. All EL students will be contacted bi-weekly for check-in and progress monitoring.
 5. Parents will be included in all correspondence regarding student progress.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

1. Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
2. Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
3. Monitoring student identification and placement for four years.
4. Monitoring parental program choice options.
5. Monitoring availability of adequate resources.

Plan for Special Education

MYA provides a rigorous curriculum for all students. MYA understands, appreciates, and embraces that the school shall serve students with exceptional needs and that the Charter School, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education in the least restrictive environment. (Special education students may participate in independent study if it is specified as an approved instructional method in their Individualized Education Program. (Education Code Section 51745(c).)

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and the Individuals with Disabilities Education Improvement Act.

MYA is its own local educational agency (“LEA”) for purposes of special education and has been approved and is a member of the Sonoma County Charter Special Education Local Plan Area (“SELPA”). A change in LEA status or SELPA membership shall not require a material revision of this charter. MYA shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

MYA anticipates enrolling students with IEPs or enrolling students who may require testing for appropriate placement and possible services. MYA will work proactively and cooperatively with families, the teaching staff, and the MEUSD to adhere to state and federal mandates in servicing

Special Education students including, but not limited to: testing; creating and updating IEPs; special services as provided by outside providers or by the District, etc. We will also ensure that:

1. We employ admissions and enrollment practices that are non-discriminatory toward students with IEPs.
2. Special needs students are under the guidance of and receive support from the school's Special Education Case Managers.
3. Special Education Case Managers are ensuring that the staff working with students with IEPs are trained in how to fulfill the requirements of the IEPs and in how to best academically support Special Education students in their classes.
4. In working with Special Education students, our school is the least restrictive environment and most appropriate placement for the student as dictated by law.
5. MYA requests and obtains students' cumulative files and other documents in a timely fashion.
6. We review student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

Referral and Assessment

MYA students who are referred for Special Education testing after admission to the program will be tested using appropriate assessments by MYA Special Education Case Managers. Students identified after testing as qualifying for services will receive special education and/or related services under the terms of applicable special education law and as specified by the resulting IEP. The services may or may not be supplied directly by MYA staff depending on student needs, the terms of an MOU between MYA and the District if any, and /or the availability of services which may be provided by outside vendors. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, MYA will convene and conduct IEP team meetings.

Individualized Education Programs and Service Delivery

MYA will plan and conduct the IEP team meetings and processes and will designate staffing and other resources needed to implement the special education and related services called for by the IEP. Student progress toward the goals specified in the IEP would be monitored regularly, and formally reviewed by the IEP team on at least an annual basis. Resource specialists will help MYA teachers tailor their instruction to ensure that the needs of all students in Special Education are being met.

Curriculum may be adapted to meet the IEP in ways including, but not limited to:

- Students may be given an extra attempt on quizzes and tests.
- Students may be able to review quiz questions only (not topic tests).
- Students have access to notes to use during quizzes and tests.
- Students may have the text to speech option.

Accommodations for students with IEPs and 504s may include, but are not limited to:

- Record all live sessions
- Simplify/Clarify assignment and test instructions
- Reset tests and quizzes
- Extended time for the completion of assignments, tests and quizzes
- Excuse redundant course assignments
- Provide step by step breakdown of how to complete complex assignments
- Allow resubmission of assignments, tests and quizzes to receive full credit
- Use of notes during assignments, tests, quizzes and/or final exams
- Use of a calculator during assignments, tests, quizzes and final exams
- Shortening of assignments as long as content meets rubric guidelines
- Provide study guides for final exams
- Provide content or essay outlines, webbing strategies when appropriate
- Provide organizational and instructional strategies when appropriate
- Scaffolding
- Concept mapping
- Checklists
- Multi-media access (video, audio, text)

Due Process

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

In the event of a due process claim to enforce provisions of applicable special education law, MYA is committed to working in cooperation with the District to the maximum extent permitted under law to respond to and defend the Charter School and the District in the process.

MYA will provide a rigorous curriculum for all students. MYA understands that the school will have the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education in the least restrictive environment.

MYA intends to elect LEA status and work through Sonoma County Charter SELPA for the funding and provision of special education programs and services.

Section 504 /ADA

MYA shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of MYA shall be accessible for all students with disabilities in accordance with the ADA.

MYA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of MYA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an

impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled as needed by the Director or the Director's designee and will include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment.

The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c. Tests that are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free appropriate public education ("FAPE").

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the MYA professional staff. The parents or guardians shall be invited to participate in 504 team meetings where program modifications for the student will be determined and they will be given an opportunity to examine in advance all relevant records. The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular MYA program along with those students who are not disabled to the extent

appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The MYA Director will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications, and continued eligibility or readiness to discontinue the 504 Plan.

Services for Students under the IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the

Charter School's non-special education students. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Summary

MYA shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504, the ADA and the IDEA.

In coordination with the Sonoma County Charter SELPA, MYA intends to function as an LEA for purposes of providing special education and related services under the IDEA and in accordance with Education Code Section 47641(a).

High School Graduation Requirements

MYA's graduation requirements meet Education Code requirements applicable to students in traditional public schools. MYA has an established "a-g" course list and the curriculum will meet or exceed UC/Cal State "a-g" course requirements.

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

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

*At least one course of the mathematics requirement shall be fulfilled, pursuant to Education Code Section 51224.5, by completion of Algebra I coursework.

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

Subject to appropriations by the State, the Charter School will comply with the requirements under AB 101 to offer a one-semester course in ethnic studies and require that students complete the same as a graduation requirement commencing with students graduating in the 2029-30 school year.

The Charter School will comply with requirements under AB 2927 to offer a one-semester course in personal finance by the 2027-28 school year and require that students complete the same as a graduation requirement commencing with students graduating in the 2030-31 school year.

MYA awards 5 credits per course, per semester and 210 credits are required to graduate. Students are eligible for a diploma when all requirements have been met. General Education graduation requirements are as follows:

General Education Graduation Requirement	Credits
English	30
Mathematics	20
Financial Literacy	5
World History	10
U.S. History	10
American Government	5
Economics	5
Ethnic Studies	5
Life Science	10
Physical Science	10
Visual/Performing Arts or Foreign Language	10
Physical Education	20
College and Career	10
Electives	60
Total Credits	210

Motivated Youth Academy's At-Promise Pathway provides a flexible educational track tailored to support students facing significant barriers or life challenges. Grounded in California Education Code, "at-promise" replaces historical references to "at-risk" pupils (per AB 413) to foster an asset-based framework focused on student potential.

At-Promise Graduation Requirements

Under [California Education Code § 51225.1](#) and [§ 51225.2](#), qualifying students are exempt from local district coursework that exceeds minimum state standards. Eligible students can earn a high school diploma by completing 130 state-mandated credits:

- English: 30 credits (3 years)
- Mathematics: 20 credits (2 years, including Algebra I/Integrated Math 1)
- Science: 20 credits (1 year Biological, 1 year Physical)

- Social Studies: 30 credits (World History, US History, Government/Civics, and Economics)
- Visual/Performing Arts, Foreign Language, or CTE: 10 credits
- Physical Education: 20 credits

Statutory Eligibility Criteria

To qualify for the At-Promise Pathway exemption, students must satisfy specific eligibility conditions set forth across California statutes:

Student Category	Governing Statute	Key Eligibility Criteria
Foster Youth & Probation	EC § 51225.1 / AB 216	Transferred high schools after 2nd year; unable to complete local requirements within 4 years.
Homeless Youth	EC § 51225.1 / AB 1806	Identified under McKinney-Vento Act; transferred high schools after 2nd year.
Former Juvenile Court Youth	EC § 51225.1 / AB 2306	Exiting juvenile court or detention systems; transferred high schools after 2nd year.
Military Dependents	EC § 51225.1 / AB 365	Children of active-duty military personnel transferring between schools.
Migratory Students & Newcomers	EC § 51225.1 / AB 2121	Transferred high schools after 2nd year or enrolled in an English learner/newcomer program.

or by the Director's approval after reviewing the student's record with the student's Learning Facilitator, School Counselor, and IEP team, if applicable.

At-Promise Graduation Requirement	Credits
English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10
Visual/Performing Arts or Foreign Language	10
Physical Education	20
Total Credits	130

The At-Promise graduation pathway may be adjusted at any time based on changes to the CDE's

posted State Minimum High School Graduation Requirements.

Transferability of Courses

Transfer credits are awarded on a case-by-case basis. Official transcripts are required in order to award credit. Transcript analysis may require research and contact with previous institutions to determine eligibility of transfer credits. International records may require translation and/or evaluation prior to being considered for transfer credits.

MYA will inform parents upon enrolling that its courses are accredited by WASC and may be considered transferable. Courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements.

The MYA high school guidance counselors meet with students and parents to provide updates on their four-year educational plan and identify which courses will be transferable from MYA to another high school program or for post-secondary educational options.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: *The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Education Code Section 47605(c)(5)(B).*

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (LCAP). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in the Appendix. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

Measurable Pupil Outcomes

MYA’s annual school goals shall be created via a collaborative effort involving all educational partners. Tracking individual student growth on an ongoing basis drives progress toward successful student outcomes.

MYA’s annual school goals, which shall be finalized and stated in the LCAP, are:

Goal #1 – MY Academy will enhance the academic performance of every student by implementing effective teaching methods, providing a stimulating curriculum, and utilizing

assessments aligned with language arts, mathematics, and reading comprehension. This approach aims to facilitate the progress of all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomically disadvantaged, homeless, foster, black, Latinx, and Native American youth.

Goal #2 – MY Academy will cultivate engagement and a positive school environment by delivering top-notch educators, implementing best practices, and employing interventions to guarantee the engagement and achievement of all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth.

Goal #3 – MY Academy will establish connections and partnerships with families and community to increase engagement and involvement and ensure safety and satisfaction to support student learning and achievement for all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth. Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision-making at the program and charter levels.

Goal #4 – MY Academy will ensure that all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth, have access to college and career opportunities while in high school and are on track to graduate from high school.

Achievement Goals

The tables that provide the actions, methods of assessment, and points of accountability that will guide MYA in achieving the goals set by California's Eight State Priorities can be found in the LCAP, linked in the [EXHIBIT](#) for Element 2.

Schoolwide Goals

In addition to being accountable to the state accountability system, MYA will pursue schoolwide goals aligned with the alternative metrics outlined in the Memorandum of Understanding (MOU) between MYA and the District, specific to MYA's designation as a DASS (Dashboard Alternative School Status) school:

Ensure students make progress on the pupil outcomes listed above and overall student and school performance by monitoring the following:

- Attendance rate
- Graduation rate
- Suspension rate
- Expulsion rate
- Course completion rate
- Participation in WIOA programs for students ages 19-25

ELEMENT 3: OUTCOME MEASUREMENT

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).*

Methods of Assessment

MYA evaluates student learning through a comprehensive assessment model grounded in the framework established by Shane Safir and Jamila Dugan in their book, *Street Data*. Rather than relying solely on state testing or online curriculum data, MYA triangulates multiple forms of evidence to understand and support growth:

- **Satellite Data:** Broad indicators, including California state accountability and standardized testing metrics, identify system-wide trends and numerically significant subgroups needing additional focus.
- **Map Data:** Local assessments and progress monitoring tools track individual skill development over time.
- **Street Data:** Qualitative, human-centered evidence—such as student voice, classroom observations, continuous feedback, and authentic work samples—provides real-time insight into learner experiences and well-being.

By analyzing state satellite data, local map data, and qualitative street data, instructors adapt assignments, provide targeted tutoring or intervention, and personalize instruction to foster meaningful student achievement.

Grades & Competency-Based Assessment

MYA evaluates student learning through a competency-based grading model, where student work is assessed against standard-aligned, competency-based rubrics to measure true subject mastery. Students and families can view assignment feedback, competency progress, and course averages through their individual account in the school's Learning Management System as well as through their Learning Facilitator during in-person meetings or virtual sessions. Students with questions about learning progress or course mastery are encouraged to contact their Learning Facilitator directly.

To ensure seamless transferability and post-secondary alignment, MYA converts competency mastery into a traditional 4.0 scale for Grade Point Average ("GPA") calculations.

Transcripts

Every graduate from MY Academy receives an official transcript. In addition, transcripts may be requested using MYA's online transcript portal or by contacting their Learning Facilitator.

Transcripts use the following codes for courses at MYA:

- **CP (College Prep):** Indicates an A-G course (for UC/CSU A-G course credit and

NCAA/NAIA initial eligibility credit).

- **G (General):** Indicates non-A-G courses (for high school graduation credit only).
- **R (Repeat):** Indicates repeat credit recovery courses.

Grade Level

Students' grade levels are assigned based on CALPADs. Middle School students are assigned a grade level based on the year of TK or K entry. High School students are assigned a grade level based on the year of 9th grade entry. Regardless of credit deficiency, students will be promoted to the next grade and given an opportunity to remediate credits in hopes that the student will graduate with their cohort. In the event that a student does not graduate with their cohort, MYA will provide the student with an opportunity to continue their education, as long as they are continuously enrolled in public school and making satisfactory progress towards a diploma, per Education Code Section 47612(b).

Use and Reporting of Data

Collecting, Analyzing, and Utilizing Data

MYA relies on the data collection and reporting capabilities of its Student Information System (SIS) alongside its learner-centered Learning Management System (LMS). Together, these platforms maintain centralized data on student growth, course completion, attendance, and standards mastery. Educators and administrative staff access role-specific reports to monitor real-time student progress, track pace, and trigger timely interventions when a student needs additional support.

To ensure instruction remains responsive and student-centered, MYA educators analyze state satellite data, local map data, and qualitative street data. Instructional teams and geographically-organized clusters review this disaggregated information to evaluate curriculum effectiveness, adjust learning pathways, and implement targeted interventions, including:

- **Real-Time Progress & Pace Tracking:** Frequent rubric feedback, ongoing competency checks, and transparent progress monitoring allow students, families, and instructional teams to identify immediately when adjustments or interventions are required.
- **Collaborative Data Review:** Clusters regularly evaluate disaggregated learner data to adapt instructional strategies, refine competency-based rubrics, and align learning tasks with individual student needs.
- **Tiered Academic Interventions:** Learning Facilitators and support staff deploy personalized intervention strategies, including academic conferences, individualized pace-recovery plans, targeted tutoring, and continuous positive encouragement.

Learning Facilitators utilize these multi-layered data insights to adapt and differentiate instruction for each learner. Guided by competency-based rubrics within the LMS, instructors design authentic performance tasks, project-based learning activities, and tailored assessments that honor different learning styles while maintaining alignment with California Content Standards. As educators deepen their understanding of each student's unique strengths, they adjust course depth, pacing, and learning modes to ensure every student demonstrates true subject mastery.

Reporting Data to Educational Partners

Parents and Educational Partners can track student progress in real time through Headrush, the school's Learning Management System (LMS), and during weekly in-person meetings with Learning Facilitators. The Headrush dashboard provides access to competency mastery progress, assignment status, upcoming learning tasks, and active course loads.

Beyond individual student tracking, MYA reports progress and performance data to educational partners through multiple channels:

- **Direct Teacher Communication:** In addition to weekly meetings, teachers maintain continuous communication via phone, email, and virtual check-ins to review pacing and intervention needs.
- **State Assessment Guidance:** Student results on CAASPP and ELPAC statewide assessments are available on the Student/Parent Portal, which every student and their educational rights holders have access to.
- **Monthly Multilingual Parsec Surveys:** MYA gathers and analyzes real-time feedback from families, staff, and students via text, audio, or video in their primary language to inform immediate program adjustments.
- **Public Performance Reporting:** In accordance with state guidelines, MYA's overall academic performance is published annually on the CDE website via the California School Dashboard and School Accountability Report Card (SARC).

Supporting Student Performance Data can be found in the [EXHIBIT](#) for Element 3.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: *The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement Education Code Section 47605(c)(5)(D).*

The petitioners believe that establishing sound legal status and governance practices with clearly delineated roles and responsibilities from the outset is essential to sustaining the program for long-term success. MYA is a charter school operated as a non-profit public benefit corporation, as provided in Education Code Section 47604.

The Charter School will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

As a California nonprofit public benefit corporation, MYA has received its full tax-exempt status from the federal and California state governments, under the federal Internal Revenue Code Section 501(c)(3) and the companion California state tax laws and regulations. See the [EXHIBIT](#) for Element 4 for copies of the filed and approved Articles of Incorporation, the federal tax-exempt determination, and the state tax-exempt determination.

MYA will be governed by a set of mission-driven policies and procedures to help staff and administrators perform their daily responsibilities with a focus on the Charter School's mission. The Charter School's bylaws, adopted by the MYA board of directors, will be the primary policy document dictating board practice and operations. The bylaws will explicitly delineate the procedure for election and appointment, removal and vacancy of MYA board of directors' members, and policies and procedures for conducting board meetings and general board operations.

MYA adheres to the provisions of SB 126.

Governance Structure

MYA's governance responsibilities will primarily be divided between the Board of Directors and the Charter School's CEO. The CEO and faculty will carry out the day-to-day operations of the Charter School, with the CEO having primary responsibility to conduct and manage the daily operations. The MYA Board of Directors will set policy, approve the budget, and assure that the school maintains high academic standards. The MYA Board of Directors shall have ultimate responsibility to oversee the operation and activities of the Charter School.

Board of Directors

As stated in the Sixth Amended bylaws of Motivated Youth Academy, which can be found in the [EXHIBIT](#) for Element 4, the Board consists of a minimum of three (3) and a maximum of nine (9) Directors, with the actual number determined by the Board (an additional Director may be elected if a charter authorizer representative serves, to maintain an odd number). Candidates are nominated, evaluated, and elected by a majority vote of the Directors currently in office, typically during the annual meeting. Each Director serves a three-year term, which may be adjusted to one, two, or three years to maintain staggered terms, and there is no limit on the number of consecutive terms a Director may serve.

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c).

The MYA Board of Directors' major roles and responsibilities will include:

1. Establishing and approving all major educational and operational policies.
2. Approving any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars (\$100,000) in a fiscal year .
3. Approving and monitoring major and other policies that require Governing Board approval.
4. Approving the Charter School's annual budget and budget revisions and overseeing the Charter School's fiscal affairs.
5. Acting as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School.
6. Contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
7. Establishing committees as desired.
8. Hearing expulsion recommendations at scheduled MYA Board of Directors' meetings to meet the 30-day timeframe for expulsion requirements.
9. Hiring, supervising, evaluating, disciplining, and dismissing the Charter School's CEO, who will be responsible for managing the day-to-day operations of MYA and implementing the policy direction of the Board of Directors.

10. Developing annual goals for the Charter School and long-range plans with input from the CEO, teachers, and parent advisory committee members.
11. Receiving reports from, and providing recommendations to, the CEO and staff, parents and students.
12. Assessing MYA' goals, objectives, academic achievements/student progress, organizational performance, financial status, and any need for redirection.
13. Evaluating school and student performance.
14. Engaging in ongoing strategic planning.
15. Approving the school calendar and schedule of Board meetings.
16. Reviewing requests for out of state or overnight field trips.
17. Participating in the dispute resolution procedure and complaint procedures when necessary.
18. Approving charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration.
19. Accept annual independent financial audit.

The MYA Board of Directors is responsible for the accountability requirements established by the California Charter Schools Act of 1992 and the Charter itself. One of the MYA Board of Directors' primary responsibilities is to ensure that MYA is meeting annual accountability targets. The MYA Board of Directors will routinely evaluate the academic, financial, and legal/compliance health of the Charter School and update the District on its progress toward goals outlined in the LCAP.

The MYA Board of Directors' objective is to develop an LCAP that demonstrates measurable annual progress toward meeting the Charter School's high standards for pupil success, and to oversee the implementation of that plan by the Charter School's CEO.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. The Conflict of Interest Code is attached within the [EXHIBIT](#) for element 4. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;

- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Appointment Process for Board Members

The MYA board of directors members are chosen using the following methodology, as further defined in the MYA' bylaws. There will be nominations of candidates each spring for board members' seats whose terms are expiring. New candidates will submit a brief narrative statement regarding their qualifications for a position on the MYA board of directors that includes a description of their expertise in matters pertaining to the Charter School's operations and their demonstrated commitment to MYA' mission and target student population.

The then-seated MYA board of directors will review candidates' narrative statements and determine the selection of representatives from the general community with an attempt to achieve the desired commitment level and the mix of skills and expertise necessary to effectively govern the Charter School. Then-seated MYA board of directors' members will vote to select new board members.

Board Training and Sustainability

MYA founders and board members are committed to continuous improvement and ongoing training to assist the MYA Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the MYA board will seek appropriate training and educational opportunities to more effectively govern MYA' operations. Such training experiences may include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. The Charter School will maintain in effect general liability and board errors and omissions insurance policies.

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, school finance (AB 640), and child abuse and neglect reporting.

Charter School Director and CEO

The Director/CEO will be the leader of the Charter School. The Director/CEO will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Director/CEO must report directly to the Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Job Description for Director/CEO can be found in the [EXHIBIT](#) for Element 4. The Director/CEO shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

Mission, Leadership & Strategic Oversight

- Uphold and advance the mission, vision, and core values of Motivated Youth Academy and its nonprofit corporation, ensuring the Charter School actively enacts its mission across all operations and programs.
- Provide leadership and strategic direction, modeling a commitment to excellence and continuous organizational improvement.
- Guide the Leadership Team, maintain transparent communication across all departments, and resolve internal organizational concerns.
- Serve or appoint a designee to serve on any committees of the Charter School.

Governance, Authorizer Liaison & Board Relations

- Report directly to and serve as the primary liaison for the Board of Directors, supporting data-informed governance, policy development, and board goals.
- Conduct orientation and training for new Board members.
- Complete and submit required documents, reports, and compliance filings as requested or required by the Charter, Board of Directors, or District.
- Develop, complete, and present key charter, state, and District performance reports, including the School Accountability Report Card (SARC) and Local Control and Accountability Plan (LCAP).
- Attend District administrative meetings as requested by the District, maintaining direct contact regarding school changes and progress.
- Ensure full compliance with all applicable local, state, and federal laws and assist in securing local grants.

Academic, Instructional & Programmatic Oversight

- Guide teaching programs, monitor academic outcomes, and ensure compliance with California educational standards.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Oversee school operations and program effectiveness to maximize student learning experiences and mastery.
- Support faculty in delivering comprehensive student services, manage student discipline, and participate directly in suspension, expulsion, or IEP meetings as necessary.

Personnel, Staffing & Professional Development

- Identify the staffing needs of the Charter School, lead employee recruitment, interview candidates, and recommend hiring, promotion, discipline, or dismissal to the Board.
- Supervise and evaluate teachers, administrators, and non-instructional staff.
- Encourage, support, participate in, and develop professional development workshops and training for staff.
- Foster a positive work culture and provide direct mentorship across administrative and teaching teams.

Financial & Administrative Operations

- Maintain long-term financial sustainability and fiscal viability in close coordination with Fiscal Services, the Chief Financial Officer, and the Board.
- Oversee budget preparation, development, contemporaneous attendance logs, attendance

- reporting, and up-to-date financial recordkeeping.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested.
- Present independent fiscal audits to the Board of Directors and, following Board review, submit approved audits to the District Board of Education, County Superintendent of Schools, State Controller, and CDE.
- Establish and maintain organizational systems for student records, teacher records, teacher credentialing information, purchasing, budgets, and timetables.

Community Engagement, Student Recruitment & Public Relations

- Serve as the primary representative to authorizers, LEAs, community partners, and the media to promote positive public relations.
- Communicate regularly with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular student attendance in accordance with Board-established policies.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

Parental Involvement

MYA believes that active participation from educational partners, including students, families, and staff fosters long-term institutional sustainability and academic success. All staff practice open communication to empower families to take an active role in their child's academic growth and school governance. MYA gathers feedback and encourages involvement through regular school communications, weekly teacher check-ins, and monthly Parsec surveys, which allow families to respond via text, audio, or video in their primary language, utilizing AI analysis to identify emerging community needs in real time. Families may also connect with MYA counselors, Learning Facilitators, and staff at any time. Outreach is directed toward the parents/guardians of enrolled students under 18 years of age.

In accordance with Education Code Section 47605(n), MYA notifies applicants and enrolled families that parental involvement is strictly voluntary and not a requirement for admission or continued enrollment. No student is excluded from MYA or its activities based on parent or guardian participation levels.

Educational Partner Advisory Committee (EPAC)

MYA has established an Educational Partner Advisory Committee (“EPAC”), chaired by the CEO or designee and composed of students, parents/guardians, and certificated and classified staff. The EPAC meets regularly to ensure MYA remains responsive to community needs and makes formal recommendations to the Board of Directors in areas such as:

- Curriculum, Instruction, and Competency-Based Assessment
- Mentoring and College/Career Internship Development
- Student Programs, Activities, and Support Services

- Schoolwide Strategic Program Development

Ongoing Family Communication & Planning

MYA's personalized model emphasizes accessible faculty and consistent communication. Families maintain ongoing contact with their student's academic team, including weekly teacher check-ins and monthly progress reviews. Counselors and teachers collaborate directly with each family to craft individualized academic and post-secondary plans, ensuring alignment with student goals.

Public Board of Directors meetings serve as the primary forum for major policy decisions. Board agendas are published on the school website in compliance with the Brown Act, providing families the opportunity to deliver oral or written testimony.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: *The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).*

All administrators, faculty, and staff members to be employed by MYA must possess the qualifications, knowledge base, and experience essential to successfully fulfill their responsibilities. MYA will ensure that all required legal qualifications, including compliance with the requirements of the Every Student Succeeds Act, are met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. Each certificated employee at the Charter School will meet the state licensing requirements for the position that he/she holds. For all positions, certificated and non-certificated, the employee, at minimum needs to satisfactorily meet the performance specifications MYA requires for the position, as outlined below, and must possess the qualifications required to perform the essential functions of the position, as determined by the MYA board of directors and CEO.

Currently, all MYA teachers are properly credentialed with the State of California with the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment, as required by Education Code Section 47605(l). This information is on file with MYA and will be shared with the District upon request.

Hiring Plan

Motivated Youth Academy (MYA) recruits and retains a diverse, highly qualified faculty dedicated to supporting all students in a personalized, independent study environment. Candidates are evaluated through structured interviews featuring targeted questions designed to assess alignment with MYA's mission, vision, core values, and the essential duties of the position. Candidate responses are evaluated using a standardized rating scale to ensure fair, objective, and mission-aligned hiring decisions.

The CEO or their designee, in conjunction with back-office HR and Fiscal Service Providers, develops and recommends salary schedules, benefit packages, work year parameters, and working conditions for Board approval to ensure MYA remains competitive in attracting and retaining top-tier educators and support personnel.

To maintain a high-performing staff, MYA actively recruits certificated teachers and administrative personnel through regional and national education job boards, university partnerships, and professional digital job-seeking platforms.

In compliance with Education Code Section 51745.6, for independent study pupils 18 years of age or less, MYA maintains a fixed pupils-to-certificated ratio of no more than 25 to 1.

Job descriptions can be found in the [EXHIBIT](#) for element 5.

Employee Qualifications

All employees at Motivated Youth Academy are expected to demonstrate core professional skills aligned directly with MYA's core values:

- **Active Listening and Clear Communication (*We Pursue Gratitude*):** Demonstrates active listening and clear, empathetic communication to understand needs and respond appropriately across all interactions.
- **Inclusive Practice (*All Are Welcome*):** Fosters an inclusive environment where students, families, and colleagues are treated with dignity, respect, and a deep sense of belonging.
- **Student-Focused Support (*We Choose Hope*):** Maintains high academic and personal expectations while providing individualized support tailored to each student's unique pathway and progress.
- **Collaboration and Service Orientation (*We Are Servant Leaders*):** Works collaboratively and selflessly with team members, families, and partners to support school operations and student success.
- **Use of Feedback for Continuous Improvement (*Feedback Is Critical*):** Actively seeks, receives, and applies feedback from colleagues and supervisors to refine professional practice and improve outcomes.
- **Professionalism and Reliability (*We Celebrate the Small Things*):** Upholds a high standard of professionalism, positive engagement, and consistent follow-through on all duties and commitments.

MYA has a highly specified set of qualities it will require of its teaching staff. Pursuant to the Every Student Succeeds Act, which is the federal accountability and funding framework that operates alongside California's LCFF/LCAP accountability system, all teachers and paraprofessionals will meet applicable state certification and licensure requirements. Teachers will continue to meet the following credentialing requirements for employment as mandated by Education Code Section 47605(l):

Teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Learning Facilitator

A Learning Facilitator is responsible for implementing appropriate teaching and grading strategies that assist each student in achieving their academic potential while also providing superior customer service to all internal and external customers.

activities

Essential Duties and Responsibilities:

- Meet in-person with students, families, staff, and educational partners three to four days per week.
- Serve as a primary point of contact between students, families, educational partners, and

school staff to support communication and student success.

- Use a variety of approaches and resources to support student learning in a traditional independent study model, aligned with MY Academy's expectations and shared best practices.
- Communicate with Education Specialists on a weekly basis regarding students learning and implementation of IEPs
- Contribute to school growth by engaging in initiatives aimed at increasing student enrollment.
- Assess and document student learning using a competency-based learning approach.
- Maintain regular communication and scheduled in-person meetings with students and educational partners, reviewing progress and proactively addressing concerns.
- Collaborate in staff and student meetings.
- Manage independent study records and maintain updated information in the student information system.
- Engage in continuous professional development and effectively integrate technology into facilitation.
- Supervise and participate in school activities and in-person meet-ups.
- Proctor required testing.
- Respond to school-related communications within 24 business hours.
- Document and report student disciplinary actions, assisting in complaint resolution and adhering to California Penal Code Section 11166.
- Facilitating student learning using culturally responsive teaching practices to foster an environment of belonging and success for a diverse student population.

Education Specialist

An Education Specialist is responsible for delivering specialized instruction and support to students with IEPs, collaborating with Learning Facilitators to implement individualized accommodations, monitor goal progress, and ensure full compliance with state and federal special education requirements.

Essential Duties and Responsibilities:

- Meet in person with students, families, staff, and educational partners three to four days per week.
- Communicate with Learning Facilitators on a weekly basis regarding students' learning and implementation of IEPs.
- In collaboration with the Learning Facilitator, use a variety of approaches and resources to support student learning in a traditional independent study model, aligned with MY Academy's expectations and shared best practices.
- Facilitates required in-person student meetings to deliver IEP services, monitor progress toward individualized goals, and ensure compliance with federal, state, and school regulations.

- Conducts comprehensive assessments, interprets results, and develops legally compliant IEPs with individualized goals and objectives tailored to each student's needs.
- Actively participates in IEP team meetings, Student Success Team meetings during regularly scheduled times, and other relevant collaborative meetings to plan, implement, and monitor student learning and behavioral supports.
- In collaboration with the Learning Facilitator, designs and delivers support for traditional independent study in the least restrictive environment, adapting strategies to meet the unique needs of learners and achieve IEP goals.
- Provides consultation to staff on behavior, accommodations, adaptations, and learning supports.
- Maintains accurate records, performs progress monitoring, and documents services in compliance with regulatory and school requirements.
- Coordinates and trains learning support staff and collaborates with school personnel and educational partners to ensure effective student learning and safety.
- Engage in continuous professional development and effectively integrate technology in facilitation.
- Supports student completion of required testing.

Learning Support Assistant

A Learning Support Assistant provides targeted educational support to reinforce instruction, assist with student learning across core subjects, and support Learning Facilitators in delivering individualized, compliant independent study programming.

Essential Duties and Responsibilities:

- Provides educational support across various settings, including public spaces, homes, and classrooms, covering subjects like reading, writing, math, and science.
- Clarifies Learning Facilitator instructions and uses approved materials to tailor activities to individual student needs.
- Enhances learning through specialized tutoring, sensory exercises, and adapting to different learning styles.
- Facilitates small group discussions to foster critical thinking and communicates student progress with Learning Facilitators.
- Prepares learning environments with necessary materials and displays for daily activities.
- Manages Independent Study documentation and compliance under Learning Facilitator guidance.
- Employs diverse educational strategies, including games and behavior management, to meet educational objectives.
- Supervises and motivates students in specific areas, promoting engagement and positive social interactions.
- Ensures student safety and appropriate behavior, including during field trips and school activities.

- Prepares and adapts educational materials, maintains student progress records, and operates educational equipment.
- Assists with and grades Learning Facilitator-designed tests and quizzes.
- Fulfills legal reporting requirements to protect student welfare.
- Engages in professional development through educational activities, meetings, and training sessions.
- Contributes to school committees, student activities, and broader program initiatives.

Administrative and Non-Instructional Staff

Assistant Director

To enhance the instructional process, the Assistant Director role involves supporting the Director by overseeing designated programs and services within the school. The position entails offering guidance, acting as a resource for others, managing assigned staff, orchestrating school events, and resolving any challenges, situations, or concerns involving students.

Essential Duties and Responsibilities:

- Overseeing student registration and assignment under the Director's guidance, in collaboration with the guidance department and the Data Management Specialist.
- Ensuring the instructional program is effectively implemented, including curriculum oversight and material usage.
- Collaborating with the staff on student supervision and attendance.
- Monitoring attendance and learning facilitator outreach, maintaining accountability systems.
- Developing the master schedule with the Director, aligning with the school calendar.
- Tracking student performance, applying policies to foster improvement as needed.
- Addressing educational partner and student inquiries, including discipline matters.
- Managing student extracurricular activities, clubs, and events.
- Assisting in staff recruitment and evaluation with the Director.
- Leading annual staff development and maintaining high instructional and service standards.
- Updating the school website in coordination with the Director and marketing team.
- Participating in organizational meetings and trainings, managing equipment and supply requisitions.
- Advising on the annual budget as requested and documenting disciplinary actions, ensuring policy compliance.
- Handling complaints effectively

School Psychologist and Program Manager

The School Psychologist and 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.

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 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

- 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.

School Counselor

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.

Essential Duties and Responsibilities:

- 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.

Admission Coordinator

The Admissions Coordinator supports the Student Services department and functions as the primary point of contact for student admissions. This position requires highly-effective interpersonal, organizational, and communication skills (both verbal and written) in order to effectively interact with educational partners, students, and staff members.

Essential Duties and Responsibilities:

- Process and manage admissions applications by sending and receiving forms, assisting with form completion, reviewing for accuracy, and following up on missing documents for new and returning students each year. Ensure prompt initial communication between prospective students and relevant staff, and maintain the registration schedule and comprehensive student enrollment reports.
- Monitor the progress and status of student registrations in the Online Registration System.

Accurately input and update student data in the Student Information System (SIS), including demographics, English Learner status, homeless status, HDC forms, test scores, immunization records, and more, utilizing both enrollment documents and the CALPADS system. Ensure students meet residency requirements as per state and organizational guidelines.

- Manage the data entry for the national school lunch program, income survey forms, and transcript data in the SIS. Communicate admission and record-keeping policies to various educational partners, including responding to enrollment verification requests.
- Support English Learner compliance by administering assessments, updating statuses, and communicating updates. Audit master agreements and assignment work records to ensure accuracy and compliance with regulations.
- Provide CALPADS support as necessary, including data reconciliation. Handle admission inquiry calls, directing them appropriately, and provide general information to callers. Update registration documents annually or as required and coordinate with the administrative team to support admissions activities.
- Offer frontline assistance to educational partners, students, and visitors, directing them to appropriate locations and providing relevant materials. Manage mail and package distribution and assist with bulk mailings. Perform general administrative duties such as filing, duplicating, and distributing materials.
- Attend and participate in professional development activities to maintain professional competence.

Administrative Services Technician

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.

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 for all MYA staff include:

- 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.

General Requirements, Hiring and Performance Review

Background Checks & Mandated Disclosures

All prospective employees must undergo a fingerprint background check via LiveScan prior to hiring and before beginning work, in accordance with California Education Code § 44237. In compliance with Assembly Bill 2534 (AB 2534), effective January 1, 2025 (amending Education Code § 44939.5), MYA conducts required inquiries regarding any history of egregious misconduct or mandatory reporting failures. LiveScan services may be completed at authorized district, county, or local facility locations. MYA strictly adheres to all state and federal regulations concerning background clearances, drug testing, and employment prohibitions related to violent or serious felony convictions.

Health Clearances & Employment Eligibility

Prior to employment or service, all employees—as well as volunteers with frequent or prolonged student contact—must complete a tuberculosis (TB) risk assessment and/or examination within 60 days to verify they are free of active TB, per Education Code § 49406. Employees are required to provide documentation verifying legal authorization to work in the United States. The Director/CEO (or administrative designee) maintains and monitors all records for medical and criminal clearances.

Hiring Authority & Performance Evaluations

The Director/CEO is authorized to recruit, interview, and recommend candidates to the Board of

Directors for hiring approval. The Director/CEO and administrative leadership oversee annual performance evaluations for instructional and administrative personnel, reviewing general outcomes with the Board. The Board retains the right to review evaluations prior to their distribution. Performance criteria are aligned directly with MYA's educational program goals, individual job descriptions, and organizational SMART goals using defined evaluation rubrics.

Executive Oversight

The Board of Directors establishes the job description and conducts the annual performance evaluation of the Director/CEO. This review measures leadership effectiveness based on charter goals, operational oversight, and overall student outcomes.

Professional Development for Instructional Staff

MYA is deeply committed to the continuous growth, skill enhancement, and empowerment of its educators and staff.

Comprehensive Annual Kickoff & Ongoing Professional Development

- **Kickoff Week:** Each academic year begins with MYA's robust, multi-day Kickoff Week, combining interactive virtual workshops and high-energy, in-person collaborative sessions. This week sets the strategic, operational, and cultural tone for the school year, focusing on instructional excellence, team cohesion, and educational innovation.
- **Monthly & Weekly Cadence:** MYA maintains continuous growth throughout the year through structured weekly team syncs and monthly dedicated Professional Development (PD) sessions. These regular meetings cover critical operational and instructional topics, including Special Education compliance, data-driven student achievement strategies, Human Resources updates, legal trends, and evolving charter school regulations.
- **External Conferences:** Staff members actively participate in leading statewide and national charter and administrative conferences, such as the California Charter Schools Association (CCSA), Charter Schools Development Center (CSDC), and The Association of Personalized Learning Schools & Services (APLUS+), to stay ahead of current educational trends and best practices.
- **San Diego County Office of Education:** The San Diego County Office of Education offers a wide range of professional learning opportunities for everyone who works at a school. All staff have opportunities to learn, grow, connect with other educators, and bring new ideas back to the work with students. SDCOE offers workshops, professional learning networks, communities of practice, conferences, and virtual learning focused on areas such as teaching and learning, student support, leadership, technology, equity, career readiness, special education, and more.

Individual Growth Plans & Annual Goals

All full-time staff members are required to develop annual professional development goals in conjunction with the Director or immediate supervisor overseeing their performance review. These individualized plans identify targeted growth areas that drive professional mastery and enhance student learning. Areas of growth may include:

- Serving on a recognized MYA committee.

- Serving as a mentor for new Charter School staff.
- Presenting at a Charter School mini-professional development opportunity.
- Measurable implementation of selected best practice methodologies employed to improve support for student success.

Collaborative Support Structures:

Staff engage in job-embedded professional learning frameworks, including:

- **Cluster Work:** Small, collaborative professional learning communities focused on shared goals, instructional strategies, and cross-grade alignment.
- **Targeted Feedback:** Continuous coaching, classroom observations, and actionable peer-to-peer or supervisor feedback to refine teaching methods.
- **Thought Partners:** Structured pairings that encourage peer mentorship, brainstorming, and joint problem-solving across departments.

MYA allocates dedicated annual funding to support individual professional development activities. Staff members seeking to access these funds submit requests directly to the CEO for approval.

Authority and Responsibility

The CEO and/or designee of MYA is responsible for monitoring teacher credentials and qualifications relative to their positions. While the Director is responsible for working with each teacher in the development and management of an individualized professional development plan, the CEO ensures that state mandates are appropriately enforced in all Charter School programs. This work is further supported by the oversight of the MYA Board of Directors.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237. (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F).*

MYA shall maintain and implement a comprehensive set of health, safety, and risk management policies. In general, health and safety matters will be dealt with in accordance with these MYA policies. These policies will be developed in consultation with the Charter School's insurance carriers and at a minimum will address the topics discussed below. These policies and procedures will be incorporated as appropriate into the Charter School's Student and Educational Rights Holder Handbook and Employee Handbook and will be reviewed on an ongoing basis in the Charter School's staff development efforts and MYA board of directors' policies. The Student and Educational Rights Holder Handbook and Employee Handbook can be found in the [EXHIBIT](#) for Element 6. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Immunizations, TB Risk Assessment, and Criminal Background Checks

MYA shall continue to comply with all applicable provisions of Education Code Sections 44237 and 45125.1, including the requirement that employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. MYA shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Director or designees will be responsible for monitoring compliance with this policy and maintaining documentation of criminal investigation clearances, as required by California and federal laws, and report to the MYA Board on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

All employees, and any volunteer who may have frequent or prolonged contact with students, will continue to be required to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code Section 49406. Charter School shall maintain TB clearance records and certificates on file.

MYA shall continue to comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. MYA

shall maintain student immunization, health examination, and health screening records on file.

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

MYA will continue to comply with FERPA, and immunization forms and other pertinent medical and education records will be kept confidential by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Health and Safety Code Section 120325 *et seq.* Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

Facilities Compliance

MYA will operate as an Independent Study program, and will pursue a resource center or facility in the MEUSD in accordance with Education Code Section 47605.1 and administrative facilities that will comply with federal, state, and local building codes and requirements applicable to California charter schools, including the Americans with Disabilities Act and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. MYA will ensure that its offices will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. The Charter School will obtain all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. MYA shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite in an accessible location upon need for emergency use and include that location in annual notices required by law and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414 and Section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Drug, Alcohol, and Smoke-Free Workplace

MYA will have a policy establishing the Charter School as a drug, alcohol, and smoke free workplace.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of

Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Blood-Borne Pathogens

MYA will implement policies relating to preventing contact with blood-borne pathogens. The CEO shall ensure that MYA meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The CEO shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930,

et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns

The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7 to 12, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community partners and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

School Safety Plan

The Charter School shall adopt a School Safety Plan, which can be found in the [EXHIBIT](#) for Element 6, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(O)

- a. child abuse reporting procedures
- b. routine and emergency disaster procedures
- c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- e. a discrimination and harassment policy consistent with Education Code Section 200
- f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. a safe and orderly environment conducive to learning

- i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- j. procedures for conducting tactical responses to criminal incidents
- k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite
- o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Director and, if there is merit to the concern, the Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Mandated Child Abuse and Neglect Reporting and Training

MYA will maintain detailed policies and procedures for the immediate reporting of suspected child abuse, neglect, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse pursuant to Penal Code Section 11164 et seq. All staff will be mandated child abuse reporters and will follow all applicable reporting laws, including Penal Code Section 11166. MYA shall provide training to all mandated reporters in accordance with Education Code Section 44691.

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).*

MYA will actively recruit a diverse student population from within its legally prescribed service area: MEUSD, San Diego County and its adjacent counties. Within that boundary, admission will be open to any California resident, and all students will be considered for admission without regard to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

MYA recognizes that its student demographics differ from the overall broader population of MEUSD. Because MYA operates as a Dashboard Alternative School Status (DASS) Community of Practice, the school serves a highly concentrated population of vulnerable and At-Promise youth who benefit from a personalized independent study model.

Although MYA accounts for roughly 8% of MEUSD's overall enrollment, it serves a significantly higher concentration of DASS-eligible students. MYA naturally attracts credit-deficient, highly mobile youth seeking flexible, individualized support outside a traditional school, a demographic composition that directly reflects its specialized DASS mission.

Targeted Student Recruitment Plan

MYA will implement a student recruitment strategy that will be represented by, but is not necessarily limited to, a combination of the following elements or strategies to ensure a diverse student body and a racial and ethnic, special education, and EL balance among students that is reflective of MEUSD:

Multilingual Community & Family Outreach:

- Translating all marketing materials, master agreement overviews, and application documents into Spanish and other primary home languages represented within MEUSD.
- Conducting targeted outreach through community-based organizations, local family resource centers, non-profits, and regional shelters serving those in need throughout the District and across San Diego County.
- Hosting bilingual virtual and in-person informational meetings and open houses to assist families with the application process.

Targeted Support Services & Agency Collaboration:

- Collaborating with local tribal and regional support entities—including the Campo, La Posta, and Manzanita Tribal Councils, the Southern Indian Health Council (SIHC), the

Southern California American Indian Resource Center (SCAIR) and the California Indian Manpower Consortium (CIMC), as well as law enforcement and victim advocacy organizations, including the San Diego County District Attorney's Office One Safe Place North and One Safe Place South, and the San Diego County Sheriff's Department RESPECT Project.

- Establishing direct communication channels with county foster youth liaisons, McKinney-Vento homeless coordinators, and local social service agencies to ensure streamlined enrollment access for vulnerable youth.
- Engaging with local educational partners and community organizations to reach mid-year dropouts, chronically absent students, and youth in need of credit recovery pathways.

Broad Community Awareness & Media Distribution:

- Distributing promotional materials and program overviews to public libraries, youth centers, community hubs, and local health organizations.
- Leveraging localized digital, social media, and community board postings throughout the district's geographic boundary to reach eligible student populations and ensure broad public access.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).*

MYA seeks to enroll students committed to a rigorous educational experience. Families who understand and value the Charter School's mission and will commit to the Charter School's instructional and operational philosophy will be actively recruited. Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional and operational philosophy and will be informed of the Charter School's student-related policies.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

MYA has no requirement for admission and will admit any student that wishes to attend in accord with the representations contained in the Assurances herein. We do, however, have parent and student commitment agreements, which all parents and students will be asked to sign when a student is enrolled. In no instance will a student be refused admission nor subjected to any form of discipline because of their parents' failure to comply with the parent commitment agreement. In accordance with Education Code Section 47605(n), MYA shall notify the parents and guardians of applicants and enrolled students that parental involvement is not a requirement for acceptance to or continued enrollment in the Charter School.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Enrollment Forms

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Recruiting and Admissions Cycle

The Charter School will establish an annual recruiting and admissions cycle through the MYA website and/or distribution of brochures or pamphlets, which shall include a reasonable time for all of the following:

1. Outreach and marketing
2. Orientation sessions for students and parents
3. Admissions application period
4. An admissions lottery, if necessary
5. Enrollment

The Charter School may fill vacancies or openings that become available after this process using a waiting list created in accordance with the admission lottery procedures specified in this charter. Upon exhaustion of the waiting list, the Charter School will admit additional students at any time during the school year on an open-ended basis in order to best serve the needs of students.

Timeline for Recruiting and Enrollment

The Charter School will recruit and enroll students from areas it is legally allowed to recruit and enroll from. In any year in which a random public drawing is not required because the number of applications does not exceed the Charter School's capacity, MYA will implement an ongoing admission policy where students can enroll at any time during the course of the school year. Applications for admission will be accessible through the MYA website where an application can be filled out and submitted. An admission clerk at MYA will gather all applications, contact the applicants and the enrollment process will begin.

Lottery – Public Random Drawing

If the number of applications does not exceed the capacity of the charter school there will be no lottery, and all students who submitted qualified applications will be enrolled.

In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum large enough to accommodate those who wish to attend. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn.

Pursuant to Education Code Section 47605(e)(2)(B), if the maximum number of slots in a particular grade is reached, a public lottery is held in accordance with the procedures below. Once teacher caseloads are full, a waiting list is created through the lottery. Applications received after the open enrollment deadline will be held in abeyance for a subsequent lottery, if needed. Once a student has enrolled as a student at MYA, they have the right to continue here until they have completed the highest grade we offer. Students who are currently enrolled at MYA must re-commit for the following school year by the end of open enrollment by submitting an Intent to Enroll Form or signing a Master Agreement.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv). Admission preferences as described in Education Code Section 47605(e)(2)(B) shall be given to the following students applying to enroll:

1. Students who have siblings admitted to or attending the Charter School
2. Students who are the children of staff of the Charter School
3. Residents of MEUSD

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Admission will not be based on prior student performance or admission testing. Post matriculation, various assessments may be administered to determine the student's readiness for the grade of entrance requirements or maintenance of said grade. These instruments aid in the development of

individualized learning plans for children.

ELEMENT 9: SUSPENSION AND EXPULSION PROCESS

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*
- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice,*

*involuntary transfer notice, and other documents and related information.
Education Code Section 47605(c)(5)(I).*

As indicated above, MYA has never expelled a student and it has a 0% expulsion rate.

The MYA Pupil Suspension and Expulsion Policy, which can be found in the [EXHIBIT](#) for Element 9, has been established in order to promote learning, provide for the safety of students, staff, and visitors to MYA and serve the best interests of students and their parents or guardians. The establishment of this policy followed a review of procedures and listed offenses applicable to students attending non-charter public schools. Compliance with the procedures set forth in this section of this Charter shall be the only processes for MYA to involuntarily dismiss, remove or otherwise exclude a student who attends MYA from further attendance at MYA for any reason, including but not limited to, disciplinary causes.

A student identified as an individual with disabilities or for whom MYA has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. MYA will follow all applicable federal and state laws including but not limited to the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom MYA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MYA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. MYA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student and Educational Rights Holder Handbook and will clearly describe discipline expectations. The Student and Educational Rights Holder Handbook can be found in the [EXHIBIT](#) for Element 9.

MYA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request.

Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is:

1. related to school activity;
2. related to school attendance occurring at MYA or any other school; or
3. related to a Charter School sponsored event.

A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:

1. while on school grounds;
2. while going to or coming from school;
3. during the lunch period, whether on or off the school campus;
4. during, or while going to or coming from a school-sponsored activity.

Enumerated Offenses

MYA wishes to preserve flexibility in the discipline process and pursue alternative discipline options in lieu of suspension whenever possible. However, the Charter School may proceed with expulsion of a student for any of the offenses included on the Discretionary list below committed at a charter school site or at a charter school activity off school grounds unless otherwise stated.

A. Discretionary Suspension and Recommendation for Expulsion Offenses.

Students may be suspended from school or recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Either:
 - i. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - ii. Willfully used force or violence upon the person of another, except in self-defense.
 - iii. Assault or battery (Penal Code section 240 and 242).
- b. Unlawfully possessed, used, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- c. Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- d. Committed or attempted to commit robbery or extortion.
- e. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- f. Stole or attempted to steal school property or private property, which includes, but is

not limited to, electronic files and databases.

- g. Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- j. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- k. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- l. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- m. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- n. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include
 - i. athletic events or school-sanctioned events.
- o. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- p. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive

educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- q. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- r. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by MYA.
 - ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, video, or image.
 - 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the

- effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - 1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v. "Reasonable pupil" for purposes of this subsection means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
 - t. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

B. Non-Discretionary Suspension and Expulsion Offenses:

Students must be suspended and recommended for expulsion when it is determined the student:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If the Hearing Officer or Expulsion Panel determines that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School applies the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

A student may be suspended by the Charter School Director or designee. Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if practicable, by a conference conducted by the Director or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee. The conference may be held in-person, telephonically, or via other electronic means.

¹As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 31/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

²As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, the student and student’s parent/guardian shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to recount their version of the incident and provide any evidence in their defense. This conference should be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian, at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall include:

- a) the specific offense(s) committed by the student,
- b) duration and dates of the suspension,
- c) the date the student may return to school following the suspension, and
- d) an explanation of the evidence that supports the charges.

If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or designee, the student and the student’s parent/guardian will be invited to an in-person, telephonic, or virtual conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Director or designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the

affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

A student may be recommended for expulsion by the Charter School Director or designee. The Charter School may expel a student following a hearing adjudicated by a neutral Hearing Officer or Expulsion Panel ("Panel") selected by the Director to determine whether the student shall be expelled. The procedures herein provide for such hearing and notice.

If a Panel conducts the hearing, it should consist of at least three (3) members who do not have an instructional or supervisory relationship with the student and are not a member of the Charter School Board of Directors. The Panel shall be presided over by a member of the Panel, whom the Panel designates as the chairperson.

The Hearing Officer or Panel shall make the determination regarding the expulsion of any student.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. If postponed for good cause, the expulsion hearing may be extended an additional thirty (30) calendar days from the date of the original hearing, unless otherwise agreed upon in writing by the Director or designee and student's parent/guardian.

The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act, "FERPA").

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian via email or other means at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

- a. The date and place of the expulsion hearing.
- b. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
- c. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
- d. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.

- e. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- f. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- g. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
- h. An explanation of the opportunity to present evidence on the student's behalf.

F. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written record of the proceedings can be made.

G. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Signed and dated written statements/declarations may be admitted as testimony.

H. Expulsion Decision

The determination of the Hearing Officer or Panel shall be in the form of written findings of fact and a decision. The decision of the Hearing Officer or Panel shall be final.

If the Hearing Officer or Panel ultimately decides not to expel, the student shall be returned to their educational program at Charter School.

The Hearing Officer or Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's educational program at the Charter School under a probationary status and rehabilitation plan issued by the Hearing Officer or Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Director may revoke the suspension of an expulsion order if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Director revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

I. Notice of Expulsion Decision

The Director or designee shall send written notice of the expulsion decision to the student and student's parent/guardian, within five (5) school days of the expulsion hearing.

This notice shall include the following:

- a. The findings of fact, including the student's name, the specific offense(s) committed by the student, as well as the duration and term of the student's expulsion; and
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority (if required), upon finality of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

K. Appeals

A student or parent/guardian may appeal the Hearing Officer or Panel's expulsion decision by submitting a written appeal request to the Director within five (5) calendar days of the date Charter School issues the written notice of expulsion.

If no appeal is requested, the expulsion becomes final on the sixth (6th) calendar day after the notice of expulsion is issued to the student and student's parent/guardian.

If an appeal is requested, the Board of Directors or a committee thereof, will review the appeal as soon as practicable, but no later than its next regularly scheduled meeting.

The Board will not hold a new hearing or reconsider the case facts. Instead, the Board will limit its review to the following questions:

- Did the hearing entity act without authority or exceed its jurisdiction?
- Was the hearing fair and conducted in accordance with the Charter School's Suspension and Expulsion policy and procedures?
- Did the hearing entity abuse its discretion in a way that caused harm?

The Board will hold the appeal review in a closed session to comply with FERPA and all applicable provisions of the Brown Act. The student and/or parent/guardian may address the Board prior to any closed session.

The Board may overturn or uphold the decision of the Hearing Officer or Panel. The Board will issue its written decision on appeal to the student and student's parent/guardian within five (5) school days of the appeal review, or as soon as practicable. If the Board overturns the expulsion decision, the student will immediately return to their educational placement at the Charter School. The Board's decision regarding the expulsion appeal is final; there is no further appeal.

L. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

N. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Director's or designee's determination. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Involuntary Removal

In accordance with Education Code Section 51747, the Charter School will evaluate whether it is in the best interest of the student to remain in independent study if the student fails to complete the requisite number of assignments or make satisfactory educational progress as delineated in the student's independent study written agreement and Charter School's independent study policy. If the Charter School determines that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after providing notice and an opportunity for the parent/guardian to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.]

Q. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Panel should avoid live testimony of student witnesses when practicable.

The Hearing Officer or Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Hearing Officer or Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to receive reasonable advance notice of their scheduled testimony; and have up to two adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel .
2. The Charter School will provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer or Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons will be reminded that the hearing is confidential. The Hearing Officer or Panel may remove a support person whom Hearing Officer or Panel finds is disrupting the hearing. The Hearing Officer or Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Hearing Officer or Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer or Panel will remind the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person should be presented before the testimony of the complaining witness when practicable, and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, complaining witness may have

their testimony heard via alternative means that may include but are not limited to, videotaped testimony or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

R. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification to SELPA

As a member of the Sonoma County Charter SELPA, MYA will immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who MYA or SELPA would be deemed to have knowledge that the student had a disability.

1. Services During Suspension

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, MYA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's

failure to implement the IEP/504.

If MYA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If MYA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that MYA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and MYA agree to a change of placement as part of the modification of the behavioral intervention plan.

If MYA, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then MYA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or MYA if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

4. Special Circumstances

MYA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or Designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;

or

- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

- a. Notice
- b. Manifestation determination
- c. Continued receipt of special education services

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if MYA had knowledge that the student was disabled before the behavior occurred.

MYA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to MYA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
2. The parent has requested an evaluation of the child; or
3. The child's teacher, or other MYA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If MYA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If MYA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. MYA shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by MYA pending the results of the evaluation.

MYA shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 10: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: *The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(J).*

In accordance with Education Code Section 47605, MYA is committed to providing retirement benefits to its employees. Plan details may be obtained through HR. The Employee Handbook can be found in the [EXHIBIT](#) for Element 10.

Certificated / STRS-Eligible Employees

Effective July 1, 2021, Motivated Youth Academy participates in the California State Teachers' Retirement System (STRS) pursuant to Resolution #2021-4-15. Under section 414(h)(2) of the Internal Revenue Code, the School makes designated employee contributions to STRS via pre-tax payroll deductions on behalf of eligible members, in accordance with the Teachers' Retirement Law.

Charter Impact, MYA's back-office provider for the past four years, has a dedicated Retirement Services Team that handles all CalSTRS reporting to the county.

STRS Resolutions and Adoption documentation can be found in the [EXHIBIT](#) for Element 10.

403(b) / 457(b) Deferred Compensation Plan

All employees may open a 403(b) and/or 457(b) account and make voluntary contributions through payroll deductions.

Classified Employees

Classified employees who work at least 20 hours per week are eligible for employer contributions as outlined below:

- **Guaranteed Contribution (457(b) only):** The School provides a guaranteed employer contribution equal to 5% of the employee's base annual salary. To receive this contribution, the employee must open a 457(b) account. No employee contribution is required to receive the guaranteed 5%.
- **Matching Contribution (403(b) or 457(b)):** The School will provide a dollar-for-dollar matching contribution up to an additional 5% of the employee's base annual salary, provided the employee contributes at least 5% through payroll deductions. The employee may contribute to a 403(b), 457(b), or both to be eligible for the match. Matching contributions will be made to the same account(s) the employee contributes to.

Eligible employees are immediately vested in all employer contributions.

ELEMENT 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(K).*

No student is required to attend MYA. Students who do not attend the Charter School may attend their local school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their school district or county of residence.

Parents or guardians of each student enrolled in MYA will be informed, at the time they enroll and within the Student and Educational Rights Holder Handbook, which can be found in the [EXHIBIT](#) for Element 11, that the student has no right to admission in a particular school of any local educational agency as a consequence of enrollment at MYA, except to the extent that such a right is offered by the local educational agency.

ELEMENT 12: RETURN RIGHTS DISTRICT EMPLOYEES

Governing Law: *The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(L).*

No public school district employee shall be required to work at the Charter School. Members of MEUSD staff who leave employment in the District to work at MYA shall not have any right to return to employment within the District without prior consent by the District. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Employees who were not previously employed by the District will not become employees of the District and will not have the right to employment within the District upon leaving the employment of MYA.

District employees cannot be required to work at MYA, nor can the District require the Charter School to hire District employees.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 13: DISPUTE RESOLUTION

Governing Law: *The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(M).*

This dispute resolution procedure is intended as an agreement to a mutually acceptable dispute resolution process. MYA is willing to consider alternatives to this procedure as suggested by the District and which may be included in any associated Memorandum of Understanding (MOU).

Intent

The intent of this dispute resolution process is to:

1. Resolve disputes within the Charter School pursuant to the Charter School's policies,
2. Minimize the oversight burden on the Mountain Empire Unified School District as the Charter School's authorizing agent,
3. Ensure a fair and timely resolution of disputes, and
4. Frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and board of directors' members of MYA and the MEUSD agree to resolve all disputes regarding this charter pursuant to the terms of this section.

Disputes Arising from Within the Charter School

Disputes over personnel discipline will not be covered by this dispute resolution process, and instead, will be resolved through the personnel policies and procedures. MYA shall adopt comprehensive personnel policies and procedures, approved by the MYA Board of Directors that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The CEO will resolve complaints and will administer any personnel discipline, with the assistance of the MYA Board of Directors, if necessary, in accordance with these policies. The Mountain Empire Unified School District agrees to promptly refer all complaints regarding the Charter School's operations to the MYA CEO for resolution in accordance with the Charter School's adopted policies.

MYA shall establish and provide a uniform complaint policy and procedure, and Title IX complaint policy and procedure, in accordance with applicable state and federal laws, respectively, and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 *et seq.* This procedure may be used to resolve internal disputes among parents, students, and others. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Disputes Between MYA and The District

In the event that MYA and the District have disputes regarding the terms of this charter or any other issue regarding the Charter School, the parties will follow the process outlined below, as amended by mutual agreement.

In the event of a dispute between the Charter School and the District, both parties agree to first frame the issue in writing (“Written Notification”) and refer the issue to the District superintendent, or his/her designee, and the Charter School CEO. In the event the District superintendent believes the dispute relates to an issue that could lead to revocation of the charter, the matter will be addressed in accordance with the laws and regulations pertaining to charter revocation. MYA requests that the existence of a disputed issue that could lead to charter revocation be specifically noted in the Written Notification, and the District may pursue the revocation procedures in the Charter Schools Act and implementing regulations.

1. **Meet and Confer:** Upon receipt of the Written Notification, the Charter CEO and the District superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting is unsuccessful, both parties shall identify two board members from their respective boards who shall jointly meet with the superintendent of the District and the Charter CEO and attempt to resolve the dispute.
2. **Mediation:** If the dispute cannot be resolved at the informal meet and confer, the parties shall schedule a mediation to resolve the matter. The parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties. Each party shall bear its own attorneys’ fees, costs, and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation.

ELEMENT 14: PROCEDURES FOR CLOSURE

Governing Law: *The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(N).*

Financial

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify the entity and person or persons responsible for closure-related activities.

In the event MYA closes for any reason, the MYA Board of Directors shall be responsible for conducting closure-related activities in accordance with California Code of Regulations, Title 5, Section 11962. The MYA Board of Directors will allocate sufficient funding for, or otherwise determine how MYA will fund these closure activities. On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. This can be found in the Amended and Restated Articles of Incorporation listed in the [EXHIBIT](#) for Element 14.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As provided for in the Budget, which can be found in the [EXHIBIT](#) for Element 14, the Charter School has reserve funds available to pay for expenses associated with the closure procedures identified above.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material

value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

Students, Families and Staff

In the event the Charter School closes, MYA will notify staff, parents/guardians of pupils, the District, the San Diego County Office of Education, the SELPA, the retirement system in which the Charter School's employees participate, and the California Department of Education, in writing, as far in advance as possible. This notice shall include:

- The effective date of the closure;
- The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
- The pupils' school districts of residence; and
- The manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School. The MYA website will provide links to resident school district enrollment/transfer procedures if these are published online (limited to the home districts of currently enrolled students).

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with FERPA. Copies of student records will be sent to each resident district, and transcripts will be mailed to parents/guardians. MYA will maintain student records and personnel records for a term and in a manner consistent with applicable federal and state law.

The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

MISCELLANEOUS CHARTER PROVISIONS

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

1) Financial Plan / Budget

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).*

A financial plan for the Charter School, including budget, is attached in the [EXHIBIT](#) for Miscellaneous Charter Provisions. This plan is based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before January 31, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

2.) Financial Reporting

Financial Systems and Processes

Motivated Youth Academy has contracted with Charter Impact (a back-office financial and payroll provider) for most of the business operations of the school. Charter Impact has served as MYA's back-office provider for the past four years, and MYA anticipates continuing to receive the same consistent fiscal reporting and support throughout the next charter term. MYA's CEO/Director meets weekly with the Director of Client Finance assigned to the Motivated Youth Academy Account to oversee those services. The Director of Client Finance is present at each schedule MYA Board of Directors meeting and shares a Financial Report with the Board.

MYA's chart of accounts in an easy-to-use accounting software package (Sage Intacct) and to train the CEO and other appropriate staff on the proper classification of entries utilizing this chart of accounts in compliance with CSAM (the California School Accounting Manual) and SACS (the Standardized Account Code Structure).

Other Financial Reports

MYA will implement an attendance recording and accounting system which complies with state law and the District's requirements.

MYA will be a direct-funded charter school and anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

MYA will provide all reports that are required by law, including but not necessarily limited to the California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), and School Accountability Report Card (SARC), the latter attached in the [EXHIBIT](#) for Miscellaneous Charter Provisions.

2) Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance, attached in the [EXHIBIT](#) for Miscellaneous Charter Provisions. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

Insurance Certificates

MYA shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to MEUSD. Facsimile or reproduced signatures are not acceptable. MEUSD reserves the right to require

complete certified copies of the required insurance policies. Required insurance includes Commercial General Liability, Commercial Auto Liability, Worker's Compensation, Property and Fire, and Errors and Omissions. All insurance requirements are specified in the MOU.

Optional Insurance

Should MYA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by MEUSD and its purchase shall be the responsibility of MYA.

Indemnification

With respect to its operations under this charter, MYA shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend MEUSD, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of MYA or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its officers, directors and employees. MEUSD shall be named as an additional insured under all insurance carried on behalf of MYA as outlined above.

3) Administrative Services

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The CEO will be responsible for administering the Charter School under policies adopted by MYA Board of Directors.

For purposes of assisting the CEO in this administration, the Charter School may provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

The Charter School will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. The Charter School shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

At any time the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and

subject to District availability and willingness to provide such services.

Pursuant to Education Code Section 47604.32, MEUSD will be required to provide certain oversight duties, including monitoring the Charter School and student performance data, reviewing the Charter School's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendments and renewal requests.

MYA will coordinate with the County to report pertinent STRS payroll data if STRS is used. The County may request a reasonable fee for coordinating this transfer of data. The Charter School plans on obtaining its own health and benefits via small business plan type offerings from local vendors (e.g., Kaiser and Blue Cross).

4) Facilities

Governing Law: *The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

As set forth above, MYA will operate as an Independent Study program, and may pursue a resource center or facility in MEUSD boundaries in accordance with Education Code Section 47605.1 and administrative facilities that will comply with federal, state, and local building codes and requirements applicable to California charter schools, including the Americans with Disabilities Act and other applicable fire, health, and structural safety requirements, and will maintain on file records documenting such compliance. MYA will ensure that its offices will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. The Charter School will obtain all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

MYA is operated in an independent study environment. As such, minimal facility usage is required. MYA will maintain a central administrative office wherein important student and personnel records will be maintained. Resource centers may be created in accordance with the law, as needed within the MEUSD. Student meetings will be held at mutually agreed upon public locations every twenty days with no resource center needed.

Administrative offices are located at 500 La Terraza Boulevard, Suite 150, Escondido, CA 92025.

5) Transportation

As an Independent Study program, MYA does not anticipate providing any home to school or school to home transportation services; however, MYA will ensure that students with IEPs who require such services receive them. MYA does anticipate occasionally arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

6) Civil Liability

Governing Law: *Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

The MYA Board is a California nonprofit public benefit corporation and will be responsible for governing MYA pursuant to Education Code Section 47604. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(d), MEUSD is not liable for the debts or obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School, so long as MEUSD performs its oversight responsibilities.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees. MYA intends to purchase liability, property, and errors and omissions insurance as outlined above to protect the school's assets, staff, board of directors' members, and, where appropriate, the district from unforeseen liability. Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

Term

The term of this Charter shall be July 1, 2027 – June 30, 2032. This Charter may be renewed for one or more subsequent terms upon the mutual agreement of the parties.

Revisions

Material revisions of this Charter may be made in writing with the mutual consent of MEUSD after a public hearing. Material revisions shall be made pursuant to the standards, criteria, and timelines set forth in Education Code Section 47605.

Severability

The terms of this Charter are severable. In the event that any provision is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the respective boards of MYA and the Mountain Empire Unified School District.

EXHIBIT - ELEMENT 1

Attendance Calendars by Enrollment Track

Core Values

English Learner Master Plan

Portrait of a Learner

WASC Self Study Report

WASC Visiting Committee Report

WASC Accreditation Letter

EXHIBIT - ELEMENT 2

Local Control and Accountability Plan (LCAP)

EXHIBIT - ELEMENT 3

Supporting Student Performance Data

EXHIBIT - ELEMENT 4

Articles of Incorporation - Original

Articles of Incorporation - Name Change

Articles of Incorporation - Amended and Restated

Board of Directors Manual

Bylaws of Motivated Youth Academy - Sixth Amended and Restated

Conflict of Interest Code

Director and CEO Job Description

Federal Tax-Exempt Determination

Independent Auditors' Report

State Tax-Exempt Determination

EXHIBIT - ELEMENT 5

[Administrative Services Technician Job Description](#)

[Admissions Coordinator Job Description](#)

[Assistant Director Job Description](#)

[Director and CEO Job Description](#)

[Education Specialist Job Description](#)

[Learning Facilitator Job Description](#)

[Learning Support Assistant Job Description](#)

[School Counselor Job Description](#)

[School Psychologist and Program Manager Job Description](#)

EXHIBIT - ELEMENT 6

[Employee Handbook](#)

[School Safety Plan](#)

[Student and Educational Rights Holder Handbook](#)

EXHIBIT - ELEMENT 9

Student and Educational Rights Holder Handbook

Suspension and Expulsion Policy

EXHIBIT - ELEMENT 10

[Employee Handbook](#)

[STRS Approval - Board Meeting Agenda](#)

[STRS - Resolution to Adopt](#)

[STRS - Resolution to Redeposit Payroll](#)

EXHIBIT - ELEMENT 11

[Student and Educational Rights Holder Handbook](#)

EXHIBIT - ELEMENT 14

[Articles of Incorporation - Amended and Restated](#)

[Budget Packet](#)

EXHIBIT - MISCELLANEOUS CHARTER PROVISIONS

[Budget Packet](#)

[Independent Auditors' Report](#)

[Insurance Policies](#)

[SARC](#)