

AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
Insight at San Joaquin
June 14, 2024
1:00 P.M.

ORIGINAL

Primary Location:
Zoom Meeting: <https://zoom.us/j/6274679928>
Conference call: (720) 707-2699
Meeting ID: 627 467 9928

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

The Insight at San Joaquin (“School”) welcomes your participation at the School’s Board meetings. The purpose of a public meeting of the Board of Directors (“Board”) is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the California Managed Schools Office (805-581-0202).
2. “Requests to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Oral Communications.” Speakers may also request to be placed on “Speakers List” by calling the California Managed Schools Office (805-581-0202) seventy two hours in advance of the meeting.
3. The “Oral Communications” portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

Insight at San Joaquin does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures of practices. In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact Insight at San Joaquin office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 1:02 P.M.

B. ROLL CALL

	Present	Absent
Mr. Fred Vallerga (Secretary/Treasurer)	<u> </u>	<u> X </u>
Mr. Bill Bushman	<u> X </u>	<u> </u>
Ms. Deanna Vallerga	<u> X </u>	<u> </u>
Mr. Jason Jones	<u> X </u>	<u> </u>

C. FLAG SALUTE

- Jason led

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 14, 2024** **1:00 PM**
During its Regular Board Meeting

LOCATION: **Zoom Meeting:** <https://zoom.us/j/6274679928>

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: 1:03 PM

Closing of Public Hearing: 1:04 PM

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B. For Information: Director's Report

This is a presentation of information which has occurred since the previous Board meeting.

- We just wrapped up our school year and had our graduation ceremony last week – it was a wonderful ceremony! We've recently completed state testing, as well as our internal assessments. We are excited to report that we received a 6 year WASC accreditation with a mid-cycle visit! Summer school begins Thursday, 6/20, and we are planning and preparing for our all-staff in-person professional development August 5th – 7th. Our summer staff is currently preparing for transitions in system platforms for SIS and web conferencing, as well as beginning to onboard new students next month!

- C. For Information: Board/Staff Discussions
 Board and staff discuss items of mutual interest.
 - Year-end Academic Review
 Morgan shared summary
 - Dashboard Local Indicators
 Kimberly shared summary
- D. Approval of Previous Board Meeting Minutes
 Moved: Deanna
 2nd: Bill

APPROVED

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.

IV. CLOSED SESSION

- *Moved to closed session at 1:21pm*

CONFERENCE WITH LABOR NEGOTIATOR

Agency designated representatives:

Kimberly Odom, Head of School

Employee Organization: California Virtual Educators United (CVEU)

V. OPEN SESSION

- *Returned to open session at 1:32pm*

Open Session Action Item:

Board Ratification of Collective Bargaining Agreement Between Insight at San Joaquin and CVEU. This closes negotiations for the School Years 2024-2025 and 2025-2026.

- *Deanna reported that the board ratified the new agreement.*

Ayes: 2

No: 0

Abstain: 1

Approved: Yes Witnessed: Casey Robinson Date: 6/14/2024

Name	Aye	No	Abstain	Absent
Fred Vallergera				X
Bill Bushman	X			
Deanna Vallergera	X			
Jason Jones			X	

IV. SCHEDULED FOR ACTION

A. BUSINESS

Local Control Accountability Plan (LCAP)
- No questions asked.

Consolidated Application
- No questions asked.

FY 2024-25 Preliminary Budget
- No questions asked.

Ratification of Disbursements
- No questions asked.

Re-allocation of Special Education Funding for Fiscal Year 2023-24
- This is unique as these schools share the same SELPA; it's to help normalize the local contribution. ISSJ has a higher proportion of sped students than CAVA SJ.

B. PERSONNEL

None

C. INSTRUCTION AND CURRICULUM

Parent/Student Handbook Update
- There were no major/significant changes.

Work Permit Policy
- No questions asked.

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

APPROVED

BDRPT 01

APPROVED

BDRPT 02

APPROVED

BDRPT 03

APPROVED

BDRPT 04

APPROVED

BDRPT 06

APPROVED

BDRPT 09

APPROVED

BDRPT 10

None

VI. ADJOURNMENT

The meeting was adjourned at 1:48 P.M.

SCHOOL DASHBOARD LOCAL PERFORMANCE INDICATORS

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

LEAs will provide the information below:

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	Not Applicable: Exclusively Virtual

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

Met: Teacher Assignments – All content courses are taught by teachers who hold a credential in that subject area. All teachers possess an EL authorization. Teacher Assignments are monitored throughout the course of each school year to ensure proper alignment each trimester. If there is a vacancy, it is covered by a credentialed teacher or substitute who is authorized to teach in that subject area.

Student Materials – Students enrolled with the school have access to materials in accordance with the Williams Act. The confirmation of access to virtual materials and that materials have been received are conducted during a Connection Call by the student’s assigned Advisor. Continued monitoring of proper access to materials and courses occurs each day through reports and conversations with the student.

Priority 2: Implementation of State Academic Standards

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

2. Rate the LEA's 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.

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. Rate the LEA's 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).

	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

	1	2	3	4	5
Career Technical Education	X				
Health Education Content Standards	N/A				
Physical Education Model Content Standards					X

Visual and Performing Arts					X
World Language	N/A				

Support for Teachers and Administrators

5. Rate the LEA’s 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).

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Met: Standards Alignment – All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.

Met: Professional Development – Teachers received professional development both virtually and in-person. During these sessions, teachers receive support and training to deepen their understanding on standards and overall student support. Teachers are observed informally at least bi-monthly and are provided with immediate feedback on instruction.

Met: Teacher Support – All teachers receive a training/professional development plan at the beginning of each school year. Teachers have access to a multitude of optional trainings based on their interests. This plan outlines the goals for the school year. Surveys are sent to teachers to identify ongoing needs and areas of support. Struggling teachers are provided additional support through their respective Lead, trainer and instructional coach.

Priority 3: Parent Involvement and Family Engagement

- 1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. * Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning

Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- **2. Rate the LEA’s progress in creating welcoming environments for all families in the community. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- **3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- **4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Met: Academic Advisors make Cougar Connections with families every month to learn about each family/student and provide any additional supports needed. The increased attendance rates and satisfaction rates from our students and families are due to the relationships built by the staff at Insight.

Learning Coach University sessions are held monthly with families and each session visits topics that support parents and students. Insight created a peer support group for new families to be linked with a successful Learning Coach/parent who provides additional support for questions and concerns. Insight contracted with the Cook Center to provide families supports with difficult topics/situations that they may be experiencing with their high school students. These sessions were offered in both English and Spanish and were scheduled on a monthly basis. Monthly newsletters are sent to families with updates and information from the school, they also include videos on multiple topics throughout the year and student celebrations.

The English Language Development Coordinator held school ELAC meetings and provided additional supports for our EL student and family population. The program will continue to grow and provide additional resources based on need for the 2024-2025 school year.

Insight will be providing support sessions for students and families that assist with accessing our platforms to ensure that families and students have a clear understanding of our virtual programs.

Social media platforms such as Facebook, Instagram, and Tik-Tok continue to be a highlight. Insight continues to receive wonderful feedback from staff, families and students regarding these platforms. The student and teacher of the month, honor roll and perfect attendance recognition on these platforms has had positive reviews.

- **5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation ▼

- **6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

- **7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

- **8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Dashboard Narrative Box

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Met: Insight holds professional development as well as attends conferences with staff to learn new strategies in working with families and students who are at-risk. The school utilizes its Academic Advisors, RAISE Team, Family and Student Champion and a Trauma Counselor to support student learning and development in the home as well as address family needs. Insight has also increased its counseling staff in order to lower ratios and ensure that all students feel supported.

- **9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

- **10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- **11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

- **12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. ***

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Insight continuously surveys students and families as well as provide opportunities for parents to provide feedback during parent nights that include discussions surrounding school connectedness and safety. The virtual aspect of our school allows for students to feel safe within their homes while completing their school day. This is noticeable throughout our surveys. While the virtual environment allows for students to feel safe, it makes school connectedness difficult. Parents have voiced that they would like to see more in-person opportunities for their students as well as more virtual clubs for socialization.

The consistency in the live session scheduled continues to be successful based on our live session attendance as compared to previous years. Our attendance in live sessions continues to be higher than previous years without the consistent schedule. Special education support classes, intervention and ELD support sessions are provided to students who are in need of additional support.

Insight will continue to offer both virtual and in-person outing opportunities for students. The outings include college/vocational school tours and community service projects that the students are able to participate in as a high school group. Insight provides times for clubs to be included within the school day on a weekly basis, where the club does not interfere with any live session courses. This has allowed for more students to have the ability to attend.

Priority 6: School Climate

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Insight continuously surveys students and families as well as provide opportunities for parents to provide feedback during parent nights that include discussions surrounding school connectedness and safety. The virtual aspect of our school allows for students to feel safe within their homes while completing their school day. This is noticeable throughout our surveys. While the virtual environment allows for students to feel safe, it makes school connectedness difficult. Parents have voiced that they would like to see more in-person opportunities for their students as well as more virtual clubs for socialization.

Insight provides both virtual and in-person events. Insight will continue to offer this as an option due to its success this year.

Insight created virtual Lunch Bunch, hosted by the school counselors that is heavily attended by the students. Virtual club options for 2023-2024 school year are student created and driven, and often highly attended as well.

Insight is creating surveys for completion during live graduation ceremonies by use of a QR code in hopes to gather more feedback from families. Insight is hopeful that utilizing this strategy will allow for more feedback from families. Surveys are provided in both English and Spanish.

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Met: Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Graduation Plans are created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2023-2024 school was extremely successful with conference attendance and graduation plan reviews by students/families (over 90%).

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Met: Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Students enrolled in Special Programs are given the opportunity to access a broad course of study, but are also given the option to attend specialized courses in order to receive a certificate of completion or access to a functional skills program.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Insight is a DASS High School. DASS High Schools do not meet A-G requirements and provide diplomas for students who meet the California state minimum for credits in order to graduate. These students are able to enroll in a 2-year college, vocational school or the military upon graduation.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Insight has improved its Graduation Plan process to ensure that students have the ability to review with a school counselor on a trimester schedule.

Insight will be offering new math options for the 2024-2025 school year in hopes that it allows for more students to access the curriculum successfully and show growth. Developmental and Continuing Algebra courses (this allows for students to engage with the Algebra curriculum at a slower pace to support mastery), along with Integrated math which includes a mixture of Algebra and Geometry content.

AGREEMENT BETWEEN

INSIGHT SCHOOLS OF CALIFORNIA

&

**CALIFORNIA VIRTUAL EDUCATORS
UNITED**

JULY 1, 2024~~2021~~

To

JUNE 30, 2027~~2024~~

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ARTICLE 1 – AGREEMENT

- 1.1 This Agreement is between all of the Insight Schools of California (“ISCA”) and California Virtual Educators United (CVEU) /CTA/NEA.
- 1.2 This Agreement is entered into and shall be enforced pursuant to the Educational Employment Relations Act (EERA) of the California Government Code (Sections 3540-3549) as adopted and amended.

ARTICLE 2 - RECOGNITION

ISCA recognizes CVEU/CTA/NEA as the exclusive representative of all certificated employees of ISCA schools, excluding all managers, supervisors, classified employees, confidential employees and substitutes.

ARTICLE 3 - TERM OF AGREEMENT

- 3.1 The term of this Agreement shall be from July 1, ~~2024~~2024, through June 30, ~~2027~~2024.
- 3.2 Negotiations are closed through the ~~2025-2026~~ 2021-2022 school year. However, each year thereafter under the Agreement, either party may elect to reopen salary and health benefits and up to two (2) articles each.
- 3.3 During the term of this Agreement, there shall be no strike by employees or lockout by ISCA or unilateral imposition in the event of exhaustion of impasse procedures. This section of this Article shall lapse at the termination of this Agreement.

ARTICLE 4 - UNION RIGHTS

- 4.1 Representation Rights: CVEU maintains those rights specified under the EERA to all bargaining unit members.
- 4.2 Access and Communications: Consistent with legal requirements, any authorized ISCA bargaining representatives, union representatives and officers shall have the right of reasonable access to ISCA facilities, including posting notices of activities and matters of CVEU concern on these Schools; electronic file posting system (i.e., Share Point). Any material or literature distributed or posted by CVEU or its members shall be dated and shall not be violative of law.

Upon arriving at an ISCA designated work site, the CVEU/CTA representative shall notify the administration of his/her arrival and comply with any and all visitor requirements applicable to all other campus/facility visitors. CVEU/CTA representatives shall not in any way interrupt any employee's duties or assignments. The representative may contact employees before and after an employee's hours of service or during duty free lunch periods.

- 4.3 Association Release Time: The Union officers, or designee(s) shall have a combined annual total of five (5) days of release time to perform union responsibilities with no reduction in pay. Union representatives shall provide at least five (5) working days' advance notice to the appropriate supervisor for such release time. This time shall be in addition to release time to which the CVEU President, officers, or designee(s) would otherwise be entitled to under EERA for the purpose of negotiations and attendance at grieving meetings, if necessary.
- 4.4 CVEU Insight may schedule time to meet with unit members before or after any scheduled professional development agenda meeting time. Union time may also be scheduled during any lunch breaks for such days. The PD agenda shall indicate the time for this meeting.
- 4.5 Due to the fact that ISCA's onboarding process for new hires is conducted virtually, the following process shall be utilized in order to meet legal requirements for referral by ISCA to the Association:
- a. When new hire orientation meeting occurs, CVEU shall be offered up to thirty (30) minutes of time immediately following such meeting in order to hold a voluntary orientation meeting for any newly hired employees.
- b. New hires shall not be required by Insight to attend any meeting with CVEU.

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ARTICLE 5 - ORGANIZATIONAL SECURITY/DUES

- 5.1 Voluntary Authorizations: ISCA shall deduct union dues from the salary of each employee who has submitted a written authorization to the union as represented to ISCA by CVEU. Such an authorization shall continue in effect unless revoked in writing by the employee, pursuant to the terms of the written authorization and as provided below.
- 5.1.1 Insufficient funds. If ISCA's withholdings from an employee's salary in any payroll period are insufficient to meet the amount authorized by the employee for CVEU dues or other assessments, ISCA shall make an appropriate adjustment on a subsequent pay warrant. CVEU agrees to hold ISCA harmless against any claims or liabilities arising out of any such adjustments, as provided in Section 5.4, below.
- 5.1.2 Changes in amounts deducted. Whenever there is a change in the amount required for payment to CVEU, CVEU will provide ISCA with notification of the change at a time sufficiently prior to the effective date of the change to allow ISCA to make the necessary adjustments and will also provide ISCA with a copy of the notification of the change which was sent to all concerned employees.
- 5.1.3 Cancellation. Employee requests to cancel or change authorizations for payroll deductions for CVEU shall be directed to CVEU, which will be responsible for processing these requests. ISCA shall rely on information provided by CVEU regarding whether deductions were properly cancelled or changed, and CVEU shall indemnify ISCA for any claims made by the employee for deductions made in reliance on that information, as provided in Section 5.4, below.
- 5.2 Remitted to the Association: A deposit approximating the amount of dues so deducted shall be remitted to CTA within 30 days after the deductions are made, together with a list of affected employees.
- 5.3 Exclusive to the Association: Payroll deductions for membership dues from employees shall be exclusive on behalf of CVEU/CTA/NEA, and no dues deductions are to be made on behalf of any other employee organization as defined in Government Code 3540.1 (d).
- 5.4 Indemnity/Hold-Harmless: CVEU agrees to indemnify and hold ISCA harmless against any and all liabilities, (including reasonable and necessary costs of litigation), arising from any and all claims, demands, suits, or other actions relating to ISCA's compliance or attempted compliance with either this Article or the requests of CVEU pursuant to this Article.

ARTICLE 6 - CHARTER SCHOOL RIGHTS

- 6.1 Except as limited by this collective bargaining agreement, it is understood and agreed that ISCA retains all of its powers and authority to direct, manage and control its operations to the full extent of the law.
- 6.2 Subject to the provisions of this Agreement, ISCA's rights include, but are not limited to, the following:
- All management rights pursuant to law;
 - Determine the organization's intention and overall program design, including determination of the curriculum and related educational policies and methods of instruction;
 - Establish educational policies with respect to admitting students;
 - Hire, classify, assign, evaluate, supervise, promote, terminate, and discipline unit members;
 - Determine the number of personnel and kinds of personnel required;
 - Ensure the rights and educational opportunities of all students;
 - Maintain Board operations;
 - Build, move or modify facilities;
 - Establish budget procedures and determine budgetary allocations;
 - Determine the methods of raising revenue;
 - Contract out work and take action on any matter, consistent with any limitations in this Agreement.
 - Tracking of time during the work day using computer-based software, VoIP phones, or other identified tracking systems.
- 6.3 The exercise of the foregoing powers, rights, authority, duties, responsibilities by ISCA, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

ARTICLE 7 - GRIEVANCE PROCEDURE

7.1 Definitions & General Conditions

- A. A grievance is a claim by one or more of the members of CVEU or by CVEU on behalf of its members or itself, that there has been a violation, misapplication, or misinterpretation of the Agreement.
- B. All matters and disputes which do not fall within the above definition of a grievance are excluded from this grievance process. Also excluded from this grievance process are those matters so indicated elsewhere in this Agreement.
- C. The respondent in any grievance shall be ISCA itself rather than any individual administrator. Processing and discussing the merits of a grievance shall not be considered a waiver by ISCA of a defense that the matter is not arbitrable or should be denied for other reasons that do not go to the merits.
- D. As used herein, "day" refers to a regular certificated workday when ISCA is open for business as a regular workday for a majority of ISCA unit members.
- E. The Grievant and CVEU representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meeting with ISCA.
- F. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.
- G. Any resolution agreements at the formal level shall be subject to approval of CVEU.

7.2 Informal Procedure

- A. The grievant shall first discuss the grievance with the appropriate administrator, either directly or accompanied by a Union representative, with the object of resolving the matter informally. The grievant may authorize a CVEU representative to represent him/her.
- B. This discussion must be requested within fifteen (15) days of the alleged violation or within fifteen (15) days of when the grievant had knowledge of the facts concerning the alleged violation.

7.3 Level 1: Formal Procedure

- A. If the matter is not resolved informally, the grievant may submit the claim in writing as a formal grievance no later than fifteen (15) days after the informal conference.
- B. Unless reasonably impracticable, within five (5) days after receipt of the written grievance by the appropriate administrator, the administrator shall meet with the aggrieved and, if requested by the grievant, a CVEU representative, in an effort to

resolve the matter. This meeting may take place virtually unless both parties agree to either party requests a meeting in person.

- C. Within five (5) days after receipt of the grievance, or after the Level 1 conference, the administrator shall render a decision in writing.

7.4 Level 2: Formal Procedure

- A. Within five (5) days of receipt of the decision at Level 1, or if no decision is rendered within the required time, if the grievant is not satisfied with the decision, the grievance may be appealed to the Head of Schools.
- B. Unless reasonably impracticable, within ten (10) days of receiving the appeal, the Head of Schools shall meet with the aggrieved unit member and, if requested by the grievant, a CVEU representative, in an effort to resolve the grievance.
- C. Within five (5) days of the meeting, the Head of Schools shall respond with a decision in writing.

7.5 Level 3: Mediation & Arbitration

- A. If both CVEU and ISCA agree to attempt a mediated settlement, then the matter will be submitted to mediation by utilizing the State Mediation & Conciliation Service ("SMCS") or any other mutually agreeable mediation service.
- B. If mediation is utilized and does not result in a resolution of the grievance, CVEU in its own discretion may submit the grievance to final and binding arbitration by utilizing SMCS.
- C. If the grievant is not satisfied with the decision rendered at level 2, and the parties do not mutually agree to mediation, then CVEU in its own discretion may submit the grievance to final and binding arbitration by utilizing SMCS or any other mutually agreeable mediation service.
- D. In arbitration, either party may request from the other the production, review and right to copy non-confidential documents relevant to the grievance. In addition, the parties shall, at least five (5) days prior to the first hearing date, exchange lists of their intended witnesses.
- E. The conduct of the hearing shall be at the discretion of the arbitrator who shall be governed by commonly accepted rules of procedure for holding arbitration hearings.
- F. The arbitrator shall have no power to add to, subtract from, disregard, alter, amend or modify any provisions of this Agreement or impose any limitations or obligations not specifically provided for under the terms of this Agreement.
- G. The arbitrator's award shall be final and binding upon the grievant(s), ISCA, and CVEU. The California law on final and binding arbitration awards shall be applicable to such a decision.

- H. All fees and expenses of the arbitrator shall be shared equally by CVEU and ISCA. Each party shall bear the expense of presenting its own case. A transcript of proceedings shall not be required, but either party may order a transcript at its own expense. If the other party at any time desires a copy of the transcript, it must share equally the cost of the reporter and transcript.

7.6 Miscellaneous

- A. The grievant and CVEU representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meetings with ISCA.
- B. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.

ARTICLE 8 - EVALUATION PROCEDURES

1. Purpose

These evaluation procedures include an administrative assessment/observation of evidence concerning the quality of teaching based upon the standards as defined herein. The primary purpose of evaluation is the improvement of the professional practice of all unit members and thereby the improvement of the quality of education as measured by increased student achievement.

2. Evaluation System

Acknowledging that California Standards for the Teaching Professional has been taken into consideration in the creation of the unique ISCA evaluation model, ISCA shall utilize the applicable evaluation rubrics to evaluate unit members as follows:

- HS Teacher Evaluation Rubric
- HS Special Education Teacher Evaluation Rubric
- Academic Advisor Evaluation Rubric
- Guidance Counselor Evaluation Rubric

The single rubric evaluation should serve to foster positive and constructive reflection and dialogue between the evaluator and unit member.

3. Annual Timeline

- November: ISCA administration notifies unit members who will be evaluated as well as identifies the assigned evaluator, and initial observations will commence.
- January- March: Evaluators complete evaluation conferences with unit members to be evaluated.

4. Frequency of Evaluation

- A. Probationary unit members will be formally evaluated every year for the first two (2) years of employment (until they receive just cause permanent status).
- B. A formal observation shall be conducted every other year for such unit members once they reach permanency.
- C. Insofar as employment is continued for a unit member receiving either a basic (needs development) or an unsatisfactory formal evaluation rating, such unit members will off cycle for evaluation, but will be subject to the annual evaluation process as noted herein.
- D. Unit members may receive ongoing feedback and informal observations.

5. Evaluator

- A. The School will assign the administrator designated to complete the evaluation and report that assignment to the unit member as early as practicable but no later than 30 calendar days prior to the evaluation conference.
- B. A unit member may not evaluate another unit member.

6. Process for Evaluation

A. Goal Setting Conference

Goals are set at the previous evaluation or in the case of a new unit member within thirty (30) calendar days of the start of their first evaluation year.

B. Informal Observations

Informal Observations may be conducted throughout the year. If, during an informal observation, the evaluator notices serious concerns, then the evaluator must meet with the unit member within five (5) work days, or within a reasonable time as agreed by the evaluator and the unit member, to discuss these concerns. In said discussion, concerns should be noted with specific recommendations for improvement as well as meaningful guidance and assistance necessary to help the employee improve performance.

C. Formal Observations

There shall be at least one formal classroom observation each in an evaluation year. Each observation shall utilize the appropriate standards and forms. Formal Classroom Observations shall last for no fewer than thirty (30) minutes.

D. Correcting Deficiencies

In the case of serious concerns noted in an observation, the evaluator shall:

- Provide notification of the serious concerns along with an explanation of concerns.
- Schedule a meeting to discuss improvement. At this time, specific areas of concern shall be identified along with suggestions or directives for improvement.

The evaluator shall offer additional resources to assist with improvement which may include but are not limited to the following: support from administration, support and coaching, professional development, observation of demonstration lessons, administrator determined and accompanied visitations to other classes and other techniques to measure improvement, time scheduled to monitor progress.

7. Summative/Final Evaluation Report

- A. The Head of School or designated administrator shall produce the Final Formal Evaluation of each unit member employed at the time for such evaluations, based upon information gathered from formal observation(s), informal observation(s), and the unit member's evidence.
- B. Final evaluation forms shall include a performance rating that will serve as the official record documenting the unit member's performance. The final evaluation form shall utilize the following performance ratings:
- i. Exceeds Expectations
 - ii. Meets Expectations
 - iii. Needs Development
- C. A final evaluation conference between the unit member and evaluator shall be held no later than thirty (30) calendar days prior to the last day of the unit member's work year. Each unit member will be informed prior to the final conference if they will be receiving an unsatisfactory or basic evaluation and have the right to be accompanied by a union representative. Unit members will receive initial written evaluation at least forty-eight (48) hours prior to scheduled evaluation meeting.
- D. The unit member shall have ten (10) calendar days to review and sign the evaluation and add a written response. Any written response of the unit member to the evaluation shall be attached to the evaluation and included in the unit member's personnel file. The signature of the unit member shall indicate receipt of the document, not necessarily agreement therewith.
- E. In the case of serious concerns noted in the summative/final evaluation, if employment continues, the evaluator shall:
- Provide notification of the serious concerns along with an explanation of concerns.
 - Schedule a meeting to discuss improvement. At this time, specific areas of concern shall be identified along with suggestions or directives for improvement.

The evaluator shall offer additional resources to assist with improvement which may include but are not limited to the following: support from administration, support and coaching, professional development, observation of demonstration lessons, administrator determined and accompanied visitations to other classes and other techniques to measure improvement, time scheduled to monitor progress.

8. Employment Status Not Affected by This Article

Neither this Article or any of its provisions is intended to alter any rights of the unit member or ISCA as stated in this Agreement, including those rights as stated in the article entitled, "Employment Status."

ARTICLE 9 - EMPLOYMENT STATUS

9.1 Probationary Period

All unit members new to ISCA shall be initially hired on an at-will basis for a two (2) year probationary period. During this period, either ISCA or the unit member can terminate employment at any time, with or without cause or advance notice. Should such probationary unit members serve two (2) complete and consecutive years of service at ISCA in the probationary period, employment shall be as described below (if offered employment for the succeeding school year). For purposes of this section, a complete year of service is defined as seventy-five percent (75%) of the instructional days in paid service in the school year or greater. Beginning July 1, 2019, any unit members who have satisfied this requirement will be employed subject to the provisions of this article. Employees who serve in a temporary capacity who are then immediately thereafter hired in a regular position shall receive credit for prior temporary service up to one (1) school year so long as such temporary service constitutes a complete year of service as defined herein. "Temporary capacity" is defined as filling in for a regular employee on leave or temporarily funded position.

9.2 Reduction in Force

In the sole discretion of a local ISCA Board, if a layoff or reduction of force (in the bargaining unit) is necessary due to a lack of work or lack of funds, that ISCA Board may release or reduce one or more full-time equivalents if thirty (30) calendar days advance notice is provided. In making this decision, certain content areas and/or credentials may be skipped/protected. As to unit members to be subject to reduction in force, ISCA shall take the following criteria into consideration:

1. Previous performance evaluation – (35 points possible)
 - a. Exceeds Expectations = 35 Points
 - b. Meets Expectations = 25 Points
 - c. Needs Improvement = 0 Points
2. Experience - (35 Points possible)
 - a. ISCA Experience (30 points possible)
Two (2) points shall be awarded for each complete year of ISCA service up to 15.
 - b. Other Certificated Experience (5 points possible)
 1. 3 years or more – 5 points
3. Specialized Student/School Services - (30 points possible accrued anytime during employment with Insight)
 - a. Oversee/Facilitate Student Support Groups/Charter Advocacy – 15 points
 - b. Moderate Student Clubs – 5 points
 - c. WASC Committee Lead – 5 points
 - d. Participation in School Committees – 5 points

This decision to reduce force is not subject to grievance or arbitration. If a unit member's position is eliminated, the unit member shall be placed on ISCA's twelve (12) month reemployment list. In the event the unit member is laid off, and later returns to ISCA, the unit member's original hire date (prior to the reduction in force) shall apply so long as the

unit member is hired within twelve (12) months from the effective date of layoff. Unit members on the reemployment list shall first be offered a position at their school if a vacancy occurs for which the unit member is qualified. In the event there are more unit members on the reemployment list than vacant positions available, positions shall be offered based upon ISCA's assessment of prior performance as reflected in ISCA performance appraisals. If a unit member rejects the reemployment offer, he or she will be removed from the reemployment list.

9.3 For Cause Suspension without Pay or Dismissal During Term of Employment Agreement

In the event of formal "for cause" discipline (suspension without pay or dismissal) during the Agreement term, and consistent with the tenets of progressive discipline, the following apply:

9.3.1 General Provisions

The following independently or collectively are causes for discipline:

- Dishonesty, including any falsifying of employment records, employment information, or other School records;
- Theft or deliberate or careless damage or destruction of any School property, or the property of any employee or student;
- Inappropriate use of School equipment, time, materials, or facilities;
- Possession of any firearms or any other dangerous weapons on School premises at any time;
- Possession of any intoxicant while on duty or at any ISCA designated work location, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
- Conviction of any felony or crime of moral turpitude;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
- Absence without leave, repeated tardiness or abuse of leave privileges;
- Unprofessional conduct;
- Unsatisfactory performance;
- Violating any safety, health, security or School policy, rule, or procedure or engaging in any conduct which risks injury to the unit member or others;
- Misuse of proprietary information.
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failure to maintain appropriate credential(s) required for the position; and
- Abandonment of position.

9.3.2 For Cause Suspension or Dismissal Process

Discipline less than a suspension without pay (i.e., conference memoranda letters of reprimand/warning, etc.) shall not be subject to the Grievance Article or these procedures. If such documents are to be placed in the unit member's personnel file, the unit member shall have ten (10) calendar days to file a written response to be attached to and included with the document to be filed.

Suspension or dismissal shall be initiated in writing by the ISCA Head of Schools by providing Notice of Recommended Discipline ("Recommendation") and serving such Recommendation upon the unit member in person or by certified mail. A copy of the Recommendation shall also be provided to the Association President. The Recommendation shall contain a statement, in ordinary language, of the factual basis upon which the disciplinary action is based, any rule or regulation alleged to have been violated, and the proposed penalty. The unit member shall also be given a copy of any documentary materials upon which such action is based and a statement of the unit member's right to respond, verbally and in writing, within five (5) working days prior to the proposed discipline being imposed, unless by agreement of both the Head of Schools and the unit member, this deadline is extended. Following this period, the Head of Schools may provide Notice of Discipline to be served upon the unit member in person or by certified mail

If the unit member wishes to appeal the imposition of disciplinary action to the ISCA Board of Directors ("Board"), the appeal must be filed in writing with the office of the Head of Schools within five (5) work days from the time the Notice of Discipline is served on the unit member. Thereafter, the unit member shall be entitled to appear personally before the Board to make a presentation to contest the Notice of Discipline. This appeal to the Board is not an evidentiary hearing. If the unit member chooses to be accompanied by legal counsel at such meeting, the unit member shall bear any cost therein involved. The unit member shall be provided a written decision setting forth the decision of the Board. Thereafter, if the unit member so decides he or she may file a grievance under the applicable grievance procedures in this Agreement.

During the pendency of any disciplinary proceedings, ISCA reserves the right to place the unit member on paid administrative leave status.

9.4 Reference to or Reliance upon the Education Code

The parties expressly agree that the Education Code provisions for certificated discipline (suspension or dismissal) and interpreting case law do not apply to ISCA.

ARTICLE 10 - LEAVES OF ABSENCE

10.1 Sick Leave

Unless required otherwise by local ordinance, the following applies regarding certificated unit member sick leave.

- 10.1.1 All full-time unit members shall accrue paid sick leave at the rate of 0.5 days per pay period. Upon hire and up to the end of the first quarter of the school year, a unit member may utilize up to 22.5 hours of unaccrued sick time subject to the conditions defined herein. If any applicable local ordinance requires a greater amount of time be provided at the beginning of any school or fiscal year, ISCA shall comply and accrual shall commence in a manner to ensure the unit member does not exceed eleven (11) days per school year. Unused sick leave carries over from year to year. Part-time unit members shall accrue sick leave on a prorated basis. Unit members will not be paid for unused sick time upon separation from employment. ISCA shall credit transfers of unused sick leave for new employees upon hire if the immediate previous service is with a public school employer, and the previous school employer agrees to transfer such leave to ISCA.
- 10.1.2 Leave may be used for personal injury or illness of the unit member or an immediate family member. Immediate family includes parent, spouse, domestic partner, child, grandchild, brother, sister or grandparent by blood or by marriage. Sick leave may also be used for purposes relating to a unit member being a victim of domestic violence, sexual assault, or stalking.
- 10.1.3 Unit members must use sick leave for a minimum of two (2) hour increments.
- 10.1.4 Unit members are expected to call Human Resources or their designated supervisor prior to the start of each workday to report an absence. For absences of three (3) consecutive work days or more, ISCA may require physician verification. If requested, unit members may be expected to present a physician's statement certifying the unit member's fitness to return to duty after illness.
- 10.1.5 Upon retirement, the unit member's accrued sick leave, if any, may be applied toward service credit in accordance with the State Teachers Retirement System ("STRS") regulations.
- 10.1.6 Personal Necessity Leave
 - 10.1.6.1 All unit members may use up to seven (7) days of sick leave for personal necessity leave per year.
 - 10.1.6.2 Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the unit member's immediate family (this is in addition to Bereavement Leave), an accident involving the unit member's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an unit member who is the parent of the child to be absent from his/her position during work hours, attendance at

conferences, personal legal matters, religious observances, and business or personal matters that cannot reasonably be conducted outside of the workday.

10.1.6.3 Unit members must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs.

10.1.6.4 Unit members may request personal necessity leave on any work day, except such leave may not be utilized during days designated as in-person professional development or that member's assigned in-person testing days, or non-instructional days.

10.2 Unpaid Leave of Absence

10.2.1 Unit members may be granted an unpaid leave of absence to attend to personal matters in which ISCA determines that an extended period of time away from the job will be in the best interest of the unit member and ISCA.

10.2.2 Requests for an unpaid leave of absence or any extension of a leave shall be submitted in writing to the unit member's supervisor ten (10) days in advance or as soon as practicable prior to commencement of the leave period. ISCA will make the final decision concerning the request. The maximum amount of unpaid leave that ISCA will approve should be consistent with any applicable legal requirements. All unit members on approved leave are expected to report any change of status in their need for leave or their intention to return to work to their supervisor.

10.2.3 Unit members on a personal leave will be required to use all accrued sick leave while on leave before unpaid leave status commences. ISCA will continue health insurance and other benefits to unit members on leave for no longer than twelve (12) weeks from the beginning date of leave so long as the unit member continues to pay any unit member portion of the contribution. Benefits that accrue according to length of service, such as sick leave or holidays, do not accrue during periods of leave.

10.2.4 Unit members returning from a personal leave due to an illness or injury must provide a job-related release indicating their ability to perform the functions of their job. Any restrictions must be noted on the release.

10.2.5 Unit members on an authorized personal leave of absence may not perform work for any other employer.

10.2.6 It is possible that a unit member returning from a personal leave of absence may not be returned to the same job position that they held before taking leave. Unit Members shall be afforded all protections by law regarding rights upon returning from leave. If a unit member fails to return to work after an approved leave of absence, including any extension of the leave time, the unit member will be considered to have voluntarily terminated employment with ISCA.

10.3 Pregnancy Disability, Family Medical, and California Family Rights Act Leaves

ISCA shall provide Pregnancy Disability Leave, Family and Medical Leave Act and California Family Rights Act leave to unit members consistent with applicable law.

10.4 Industrial Illness/Workers' Compensation

ISCA shall provide industrial accident and illness leave consistent with applicable law and under the provisions of the existing insurance carrier. A unit member claiming an industrial accident or illness leave may be subject to examination by a physician designated by the School's insurance carrier to assist in determining the qualification and the length of time during which the teacher will be temporarily unable to perform assigned duties, and the degree to which a disability is attributable to the injury or illness involved.

10.5 Bereavement Leave

Unit members are entitled to time off from work with full pay in the event of a death in the family, in accordance with the following guidelines:

10.5.1 Unit members are entitled to time off from work with pay for up to five (5) consecutive days in the event of death of a spouse, domestic partner, child, parent, sibling, or comparable step relation, grandchild, grandparent, mother or father-in-law, or son or daughter-in-law by blood or marriage.

10.5.2 The Head of School may grant bereavement leave on account of the death of an individual living in the unit member's home.

Request for bereavement leave should be made to the immediate supervisor.

10.6 Jury Duty and Witness Leave

10.6.1 Unit members, while serving jury duty, shall receive full pay during such duty, for up to five (5) working days per school year provided the unit member makes every reasonable effort to postpone jury duty service to a time when school is not in session. A unit member is also permitted to retain the allowance he or she receives from the court for such service.

10.6.2 Unit members are allowed unpaid time off if summoned to appear in court as a witness.

10.6.3 To qualify for either jury duty or witness leave, a unit member must submit to his/her supervisor a copy of the summons as soon as it is received. In addition, the unit member must also submit to the unit member's supervisor a related proof of service with the period of jury duty or witness duty when completed. No adverse employment action will be taken against unit members due to their service as either a juror or witness in state or federal courts.

10.7 Military and Military Spousal Leave of Absence

ISCA shall comply with all applicable military service leave laws, including USERRA.

10.8 Other Statutory Leaves of Absence

ISCA shall comply with applicable law with respect to any statutory leaves of absence not mentioned herein.

10.9 Catastrophic Illness or Injury Leave

Catastrophic injury or illness is defined as a life-threatening injury or illness of a unit member which totally incapacitates the unit member from work, as verified by a licensed physician, and forces the unit member to exhaust all leave time earned by that unit member, resulting in the loss of compensation for the unit member. Conditions that are short-term in nature, including, but not limited to, common illnesses such as influenza and the measles, and common injuries, are not catastrophic. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work and which are long-term in nature and require long recuperation periods may be considered catastrophic. However, common conditions such as back pain, a broken limb, or influenza shall not be considered catastrophic. ISCA shall create a catastrophic leave program as follows:

10.9.1 Unit members may donate one (1) sick leave day per fiscal year for each five (5) days of accumulated leave they have to a sick leave bank for unit members suffering a catastrophic illness; however, each unit member must retain at least ten (10) sick leave days for his/her own account before donating.

10.9.2 Catastrophic leave requests must be submitted in writing to ISCA. Any unit member who received eligible sick leave credits under this program shall first exhaust all paid leave he/she has accrued.

10.9.3 ISCA shall make a determination as to whether each of the requirements of this article have been met.

10.9.4 The number of sick days that can be received by a unit member from the Catastrophic Leave bank is limited to forty-five (45) days per fiscal year.

10.9.5 Unit members utilizing Catastrophic Leave shall have reinstatement rights in accordance with applicable law.

ARTICLE 11 - PROFESSIONAL WORK DAY/WORK YEAR

11.1 Work Day

As professional exempt employees, unit members are required to be in active work status (give full attention to the duties and responsibilities of the position) between the hours of 8:30 a.m. to 4:00 p.m. each work day (excluding holidays and weekends). As a professional, it is understood that work is likely required from time to time beyond business hours in order for each unit member to adequately fulfill his or her responsibilities.

Unit members teaching content areas shall be free of administratively scheduled sessions one day per work week.

Unit members will be scheduled ~~no more than~~ one hour per week of administratively scheduled meetings.

Data Driven Instruction ("DDI") and all-staff meeting dates for the upcoming school year will be communicated to unit members prior to August 15th each year. Up to 10 additional hours for other meeting and professional development will be scheduled based on the needs of the school, as determined by administration, as they arise throughout the school year.

DDI meetings shall not be scheduled for the first or last ~~week~~ five (5) days of any trimester. No observations shall occur the first or last five (5) days ~~week~~ of any trimester.

11.2 Work Year

The work year for unit members shall be one hundred ninety-~~six~~ ~~seven~~ (196~~7~~) work days, which includes one hundred eighty (180) instructional days and ~~sixteen~~ (16) ~~seventeen~~ (17) non-instructional days.

Each year, CVEU shall provide input to, and to the extent negotiable, agree to the calendar for the following school year prior to approval by each applicable School Board.

There shall be eight (8) ~~nine~~ (9) work days to occur before the start of the instructional calendar.

Each school year the calendar shall include two (2) non-instructional days between the close of each trimester and the commencement of a new trimester for the purpose of unit members completing non-instructional duties. Such duties include but are not limited to the following: completing work records, course closure, ~~and~~ course set-up and Special Ed Progress reports. During these two (2) days, unit members shall not be required to complete professional development requirements or attend any other staff meetings or other events scheduled by administration during this time.

11.3 Required Teaching Hours

Teaching is defined as planned standards-based, teacher-led activities designed to ensure student learning of ISCA adopted curriculum consistent with the California state standards. Teaching also includes administratively scheduled and unscheduled/flex instructional

teaching time. Intervention Specialists and English Language Development Specialists shall provide up to twenty (20) hours of administratively scheduled instructional teaching time per work week.

All general education instructional unit members shall provide fifteen (15) hours of instructional teaching time per work week.

Instructional teaching time for general education teachers and Academic Advisers shall consist of:

- English Language Arts, Mathematics, History and Science: ~~up to fifteen (15) ten point six (10.6) hours of administratively scheduled instruction and four point four (4.4) hours of flex time. Flex time shall include one on one sessions, small group, large group, and tutoring. Office hours not to exceed one (1) hour per week.~~
- Physical Education, Careers, and Technology: ~~up to seven and one-half (7.5) five point three (5.3) hours of administratively scheduled instruction and nine point seven (9.7) hours of flex time. Flex time shall include one on one sessions, small group, large group, tutoring, office hours, phone calls, recorded instruction, feedback, etc.~~
- Academic Advisors: ~~up to five (5) two and one-half (2.5) hours of administratively scheduled instruction and thirteen (13) hours of flex time. Instructional time shall be scheduled in thirty (30) minute increments, which includes social emotional learning lessons, life/career skills and office hours.~~

Education Specialists shall be required to provide ~~no less than twenty-five (25) up to eighteen (18) hours of instruction each week (as defined in the first paragraph of 11.3). Such instructional time does not include all other professional duties attendant to the position such as~~

~~In addition to those activities defined above which constitutes instruction, the following duties shall also count toward the minimum requirements for instruction: preparation and attendance at IEPs, student data collection reporting and recording, contacts, office hours, and required student assessment.~~

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Intervention Specialists and English Language Development Specialists shall provide up to twenty (20) hours of administrative scheduled instructional teaching time per work week.

Upon request, Unit members shall be provided a substitute teacher (if available) for previously scheduled sessions that are missed due to time off due to illness.

Such administratively scheduled instructional hours for General Education content and Academic Advisors shall occur between the hours of 8:30 a.m. – ~~3:00~~ 4:00 p.m.

11.4 Duty-Free Lunch Break & Passing Period

Each unit member is entitled to a thirty (30) minute duty-free lunch break to be scheduled approximately during the middle of the work day unless an alternative arrangement has been made and advance notice has been provided to the unit member's supervisor. The

duty-free lunch break shall not interfere with live sessions or professional development or any other meetings and/or collaboration time.

There shall be a five (5) ten (10)-minute passing period for students and teachers between all administratively scheduled classes.

11.5 Caseload Limitations

Caseloads for unit members shall be measured by the following:

- Academic Advisors: By verification of average daily attendance of ninety-three percent (93%) following each learning period.
- General Education Teacher: Total class roster.
- Special Education Teacher: Total class roster.

11.6 Specific Caseload Targets

The below caseload limits/targets shall be in place beginning July 1, 2019 for unit members for all learning periods in the school year except when the learning period has 10 or more school days in the month of October or February, during which the cap is raised for all Academic Advisor targets by an additional four (4) students. These exceptions shall not apply to more than two (2) learning periods per academic year.

Academic Advisors:	120 homeroom students per one full-time equivalent
English/Math/ <u>Intervention</u> :	140 content/roster students per one full-time equivalent
Social Science/Science/World Language:	160 content/roster students per one full-time equivalent
<u>Electives/Technology/Career Planning</u> :	200 content/roster students per one full-time equivalent.
Physical Education:	350 content/roster students per one full-time equivalent.
School Counselor:	250 student caseload per one full-time equivalent.
Special Education:	28 student caseload per one full-time equivalent and not more than 15 students on the caseload would be receiving direct services for moderate-to-severe.

If a unit member teaches in more than one subject area, the caseload target for both subject areas shall be the lower caseload target as specified herein.

11.7 Payment When Caseload Limits/Targets Exceeded

In the event of an overage in any of the above caseload limits/targets specified in Section 11.6 which continues for more than 50% of the learning period (10 school days), the following payments shall be made:

- Content/Intervention and AAs: \$60 per learning period per student over the limit paid for more than 10 days.
- School Counselors: \$60 per learning period per five (5) students over the limit paid for more than ten (10) days.

11.8 Requirements for Unit Members for Student Outings

All unit members host three (3) student outings (comprising College/Career and Service Learning outings) per school year, two (2) may be virtual with students possessing the option to attend in person outings. Such outings shall be decided by the teacher.

~~For unit members teachers-who schedule an in-person outing with two (2) or more unit members teachers-but have no student rsvp's by 3:00pm the day prior to the outing, only one unit member teacher shall be required to attend. The unit member teacher(s) who are not required to attend do not need to reschedule an in-person event as a make-up. The unit member teacher-who attends shall be decided by the registered unit member teachers.~~

11.9 Academic Advisors and Student Connections

Academic Advisors will host one (1) ~~Zoom-virtual~~ Onboarding session per cohort per trimester, within five (5) days of the student start date.

Academic Advisors will continue to provide enduring connection calls until a student is removed from their caseload and moved to the Support Team (i.e., RAISE). Once the student is moved to the Support Team, he or she shall no longer be included in the Academic Advisor's data report. Students moved to the Support Team shall not affect the unit member's performance evaluation.

11.10 In Person Professional Development Meetings

There will be up to two (2) in-person Professional Development days per school year. In-person professional development must be scheduled by June 1 of the preceding school year. These two (2) days cannot be split into more than two days (example: no 4 half days).

In-Person Professional development shall not start on any Monday.

11.11 School Counselors and Student Connections

School Counselors will schedule and document virtual meetings with each student on their caseload: They will schedule one (1) individual meeting per trimester for all students on their caseload and one (1) welcome group meeting at the beginning of each trimester for new students on their caseload. They will hold one (1) large group session per month for all students on their caseload. If students do not attend the scheduled meetings, School

Counselors will follow up via phone or email and will document the scheduled meeting attempt in Pathways. Meeting and/or sessions topics will be determined by the administration.

11.12 Attendance at Graduation Ceremonies

Commencing the 2022-2023 school year, unit members who live no further than sixty-five (65) miles from the site of an Insight School graduation shall attend one ceremony. Graduation must be on a scheduled work day.

ARTICLE 12 - ASSIGNMENTS AND VACANCIES

I. Definitions

- A. Assignment: An "Assignment" is the initial placement of a unit member in a school or content area for which the unit member holds an appropriate credential.
- B. Re-assignment: A "Re-assignment" is the change of the initial placement (upon hire or at the beginning of a school year) of a unit member from one school, department or content area to another school, department or content area.
- C. Incumbent: An "incumbent unit member" or "unit member" is a currently employed unit member.
- D. Vacancy: A "Vacancy" is any position that does not have a unit member assigned to it. This includes any vacated, or newly created position whose work is part of the bargaining unit.
- E. Transfers: A "Transfer" is a change, in whole or in part, in the assignment of a unit member to a school or schools.

II. Assignments

- A. List of Vacancies: ISCA shall maintain a list of current content specific vacancies. Within ten (10) work days of a new vacancy occurring and, prior to April 15 of each school year, ISCA shall provide notice of such vacancies to all unit members.
- B. Unit member Assignment Preferences: unit members may prioritize the content they would like to teach for the following year. Generally, unit members shall be placed in the same assignment each year except as provided herein.
- C. Notification of Assignments: unit members shall be notified of their assignments or re-assignment (as provided herein) by June 1, unless unknown in no event later than the first contracted work day (non-instructional) of each school year.

III. Involuntary Re-Assignment

- A. Notice of Intent to Involuntarily Reassign: In the event a unit Member is involuntarily reassigned, he or she shall receive notice of the school's intent to reassign and the reason therefor.
- B. Reason for Involuntary Re-assignment: The reason for the re-assignment shall not be based on any discipline and shall not be arbitrary and capricious. Notwithstanding the previous sentence, a unit member being evaluated or under discipline may volunteer to be reassigned in accordance with this article.

IV. Vacancies

- A. Voluntary Re-assignments: A unit member may request a re-assignment at any time when a vacancy exists for the following school year.

- B. Posting Vacant Positions: Upon knowledge of vacancies and for all vacant positions, ISCA shall first advertise vacant positions internally and shall notify all unit members via email of a list of vacancies as they become available. The list shall contain:
1. A closing date, which is at least five (5) working days following the posting date;
 2. A job description; and
 3. Credentials and qualifications necessary to meet the requirements of the position.
- C. Internal Posting Requirement: Vacancies shall be posted internally for forty-eight (48) hours in advance of posting externally.
- D. Requirements for Filling Vacancies: Vacancies shall be filled as follows:
1. Preference shall first be given to incumbent unit members with satisfactory performance and appropriate credentialing.
 2. In the case where two incumbent unit members have satisfactory performance and appropriate credentialing, ISCA administration will consider seniority, past performance, and the recommendation of the interviewing team before making the final decision.
 3. External candidates shall only be considered if no incumbent unit members apply for the vacancy or incumbent unit member applicants do not have satisfactory performance and appropriate credentialing for the specified vacancy.
- E. Denial of Request for Re-assignment: If a request for a re-assignment is denied in accordance with the provisions of this article, upon request the unit member shall be granted a meeting with the administrator who denied the request to discuss the reason(s) for the denial. The unit member may request a union representative be present during this meeting. Following the meeting, the unit member shall, upon request, receive written reason(s) for the denial. unit member shall be allowed to retain their previous assignment.

ARTICLE 13 - COMPENSATION

1. Salary Schedule

Effective July 1, ~~2024~~2023, the certificated salary schedule shall be increased by ~~two percent (2%)~~ ~~five percent (5%)~~ as is reflected in Appendix A. ~~Effective July 1, 2025, the certificated salary schedule shall be increased by two and one-half percent (2.5%).~~ Additionally, ~~within fifteen (15) calendar days of full ratification of the 2024-2025 and 2025-2026 settlement, each unit member shall receive ISCA shall provide a one-time off-schedule salary payment in the amount of \$3,500~~ ~~2,500~~ to all unit members ~~continuing for the 2024-2025~~ who are hired prior to December 1, 2023, and who work through the ~~2023-2024~~ school year. ~~Any unit member hired after December 1, 2023, shall receive a prorated one-time off-schedule salary payment. Such payment shall be made within thirty (30) days following the last day of school.~~

~~Effective July 1, 2023, year fifteen (15) on the salary schedule will be moved from a two and one-half percent (2.5%) increment to a five percent (5%) increment.~~

~~Each column shall advance 2.5 percent except years 5, 10 and 15, which shall increase 5 percent er column.~~

~~This schedule is based upon 1967 work days (180 instructional days and 167 Non-School Days).~~

~~Negotiations for 2024-2025 and 2025-2026 2023-2024 are closed.~~

2. Years of Service Credit for New Hires

Upon hire, new unit members will be granted up to three (3) years of service credit for previous credentialed employment within California.

3. Expense Reimbursement

~~Not to exceed \$3,300 per school year, u~~Unit members shall receive reimbursement for approved actual expenses per school policy to cover expense reimbursements for school related expenses including but not limited to mileage, supplies, in-home set-up, home office furniture, home phone, cellular phones, internet, Live Scan test, printer supplies, travel and hotel within California. ~~The limit noted above does not apply to School Psychologists who are reimbursed for actual expenses through the School's reimbursement policy. Should any unit member request less than \$3,300 in reimbursements under the Schools' reimbursement policy in any such school year, the unit member shall receive a one-time taxable payment of seventy five percent (75%) of the remaining balance, to be paid no later than twenty (20) days following the last day of the school year.~~

Subject to the reasonable and necessary conditions as stated in the School's reimbursement policy there shall be no cap on the categories of reimbursement.

Although not subject to grievance or arbitration, the School's Reimbursement Policy is attached hereto as Appendix "B."

4. Work Year

The above annual salary is based upon a work year of one hundred ninety-~~six~~seven (1967) work days, one hundred eighty (180) of which are instructional, and ~~sixteen~~ seventeen (167) of which are non-school days.

5. Column Advancement

Column advancements on the salary schedule are effective on the beginning date of contract service in the school year immediately following the school year in which the qualifying service was rendered.

6. Stipends

6.1 CAASPP Test Site Coordinators shall be provided a stipend as follows:

- \$30 per day scheduled at sites with up to 25 students tested
 - \$60 per day scheduled at sites with up to 50 students tested
 - \$70 per day scheduled at sites with up to 75 students tested
 - \$80 per day scheduled at sites with over 75 students tested
- Test sites with up to 100 scheduled students shall only have one (1) Test Site Coordinator assigned per day. For test Site Coordinators who agree to travel to ISCA designated remote sites, the Test Site Coordinator will receive an additional flat rate of \$100 for the day(s) traveled (this is in addition to any mileage and/or hotel reimbursements).

6.2 1:1 Testing:

- Unit members shall be paid \$300 for completing ELPAC trainings which shall be voluntary only.
- ~~\$100~~ 60-per student for required and assigned 1:1 testing, including ELPAC testers.

6.3 Extra Duties

In the event that ISCA determines a need for certificated staff to work during the winter or summer break or to take on additional duties "after-hours," ISCA will post the position(s) on SharePoint, and the posting will include the dates and hours of service, the compensation, and requirements for the position. An email will be sent to unit members informing them of the postings. Compensation will be at the rate agreed to in the CBA (at the time of offer), either hourly or per diem based on the position secured.

If there are insufficient applications from current ISCA unit members, ISCA may offer the positions to external candidates or outside services providers.

Unit members who are interested in applying for such summer work will submit a letter of intent and resume and may be selected for an interview.

For positions that require course set-up or grading, unit members will be provided additional time or administrative support.

ARTICLE 14 - HEALTH BENEFITS

14.1 Employer Contributions.

ISCA shall make available to full-time unit members health benefits, dental, vision and basic life coverage as follows:

Health Benefits:	United Health Care base plan (defined for 2019 as United Health Care Choice Plus 5000)
Dental Benefits:	United Health Care
Vision Benefits:	Vision Service Plan
Basic Life Insurance:	Cigna Welfare Basic Life (defined for 2019 as FLX-051416)
Basic Personal Accident:	Cigna Welfare Basic Personal Accident (defined for 2019 as FLX-051416)
Adoption Assistance Program:	Reimbursement up to \$1,500 per eligible child and proof of completion and subject to eligibility and program requirements.
Education Assistance:	Reimbursement up to \$1,500 per calendar year upon proof of completion and subject to eligibility and program requirements.

Any cost for coverage on health benefits above the above plan shall be borne by the employee.

Eligibility for and duration of health benefits shall be in accordance with the applicable health benefits plan(s).

14.2 Retirement.

CVEU unit members are covered under the State Teachers Retirement System and shall receive retirement benefits in accordance with legal requirements.

ARTICLE 15 - SAFETY

15.1 Safe On-Site Working Conditions

15.1.1 Based upon industry standards, unit members shall not be required to work in unsafe conditions or to perform tasks that endanger their health or safety.

15.1.2 For all on-site ISCA designated work events, the place for that event will be communicated to the unit member reasonably in advance. ISCA will make available its safety plans and provide professional development to unit members that includes training on implementation of the school safety plan.

15.2 In-Home Working Conditions

ISCA is not responsible for the safety of a unit member's home. Upon hire, and every other year thereafter, unit members shall complete ISCA provided training regarding office ergonomics and defensive driving. Following the above-referenced training, unit members may request an ergonomic assessment from ISCA regarding their home office.

15.3 Dangerous Pupils

ISCA administration shall inform unit members of any student placed under their supervision when ISCA has knowledge that the student has been convicted of a violent crime or suspended for violence against a teacher or student.

15.4 Assault

15.4.1 Unit members shall immediately report cases of assault and battery sufferance in connection with their employment to the appropriate law enforcement authorities of the city or county in which the incident occurred and to their immediate supervisor.

15.4.2 ISCA administration shall comply with any reasonable request from the unit member for information relating to the incident or the persons involved which is within the possession of ISCA administration and which would not violate any person's privacy rights or be otherwise privileged.

15.4.3 ISCA will provide a reasonable period of paid release time to a unit member when he/she is required to make a statement to the police or appear in court in connection with any school-related incident.

15.4.4 Unit members who believe their safety, or the safety of other students, to be endangered by a student's actions should refer such student to their supervisor or designee.

15.5 CPR and First Aid Training

If requested, ISCA shall reimburse unit members for any course fees when unit members complete voluntary ISCA-approved CPR training. ~~CPR and first aid training are required as a part of the unit member's position. ISCA shall provide such training at its cost or shall~~

| provide reimbursement for ISCA approved training regarding such subjects.

APPENDIX A

New 2024-2025					
	Single Subject BA	Single Subject MA	Special Education BA	Special Education MA	Guidance Counselor
	Salary	Salary	Salary	Salary	Salary
1	\$56,792.00	\$ 58,636.00	\$ 66,167.00	\$ 68,483.00	\$ 69,902.00
2	\$58,212.00	\$ 60,102.00	\$ 67,821.00	\$ 70,195.00	\$ 71,650.00
3	\$59,667.00	\$ 61,605.00	\$ 69,517.00	\$ 71,950.00	\$ 73,441.00
4	\$61,159.00	\$ 63,145.00	\$ 71,255.00	\$ 73,749.00	\$ 75,277.00
5	\$64,217.00	\$ 66,302.00	\$ 74,818.00	\$ 77,436.00	\$ 79,041.00
6	\$65,822.00	\$ 67,960.00	\$ 76,688.00	\$ 79,372.00	\$ 81,017.00
7	\$67,468.00	\$ 69,659.00	\$ 78,605.00	\$ 81,356.00	\$ 83,042.00
8	\$69,155.00	\$ 71,400.00	\$ 80,570.00	\$ 83,390.00	\$ 85,118.00
9	\$70,884.00	\$ 73,185.00	\$ 82,584.00	\$ 85,475.00	\$ 87,246.00
10	\$74,428.00	\$ 76,844.00	\$ 86,713.00	\$ 89,749.00	\$ 91,608.00
11	\$76,289.00	\$ 78,765.00	\$ 88,881.00	\$ 91,993.00	\$ 93,898.00
12	\$78,196.00	\$ 80,734.00	\$ 91,103.00	\$ 94,293.00	\$ 96,245.00
13	\$80,151.00	\$ 82,752.00	\$ 93,381.00	\$ 96,650.00	\$ 98,651.00
14	\$82,155.00	\$ 84,821.00	\$ 95,716.00	\$ 99,066.00	\$101,117.00
15	\$86,263.00	\$ 89,062.00	\$ 100,502.00	\$ 104,019.00	\$106,173.00
16	\$88,420.00	\$ 91,289.00	\$ 103,015.00	\$ 106,619.00	\$108,827.00
17	\$90,631.00	\$ 93,571.00	\$ 105,590.00	\$ 109,284.00	\$111,548.00
18	\$92,897.00	\$ 95,910.00	\$ 108,230.00	\$ 112,016.00	\$114,337.00
19	\$95,219.00	\$ 98,308.00	\$ 110,936.00	\$ 114,816.00	\$117,195.00
20	\$97,599.00	\$100,766.00	\$ 113,709.00	\$ 117,686.00	\$120,125.00

New 2025-2026

	Single Subject BA	Single Subject MA	Special Education BA	Special Education MA	Guidance Counselor
	Salary	Salary	Salary	Salary	Salary
1	\$ 58,212.00	\$ 60,102.00	\$ 67,821.00	\$ 70,195.00	\$ 71,650.00
2	\$ 59,667.00	\$ 61,605.00	\$ 69,517.00	\$ 71,950.00	\$ 73,441.00
3	\$ 61,159.00	\$ 63,145.00	\$ 71,255.00	\$ 73,749.00	\$ 75,277.00
4	\$ 62,688.00	\$ 64,724.00	\$ 73,036.00	\$ 75,593.00	\$ 77,159.00
5	\$ 65,822.00	\$ 67,960.00	\$ 76,688.00	\$ 79,373.00	\$ 81,017.00
6	\$ 67,468.00	\$ 69,659.00	\$ 78,605.00	\$ 81,357.00	\$ 83,042.00
7	\$ 69,155.00	\$ 71,400.00	\$ 80,570.00	\$ 83,391.00	\$ 85,118.00
8	\$ 70,884.00	\$ 73,185.00	\$ 82,584.00	\$ 85,476.00	\$ 87,246.00
9	\$ 72,656.00	\$ 75,015.00	\$ 84,649.00	\$ 87,613.00	\$ 89,427.00
10	\$ 76,289.00	\$ 78,766.00	\$ 88,881.00	\$ 91,994.00	\$ 93,898.00
11	\$ 78,196.00	\$ 80,735.00	\$ 91,103.00	\$ 94,294.00	\$ 96,245.00
12	\$ 80,151.00	\$ 82,753.00	\$ 93,381.00	\$ 96,651.00	\$ 98,651.00
13	\$ 82,155.00	\$ 84,822.00	\$ 95,716.00	\$ 99,067.00	\$ 101,117.00
14	\$ 84,209.00	\$ 86,943.00	\$ 98,109.00	\$ 101,544.00	\$ 103,645.00
15	\$ 88,419.00	\$ 91,290.00	\$ 103,014.00	\$ 106,621.00	\$ 108,827.00
16	\$ 90,629.00	\$ 93,572.00	\$ 105,589.00	\$ 109,287.00	\$ 111,548.00
17	\$ 92,895.00	\$ 95,911.00	\$ 108,229.00	\$ 112,019.00	\$ 114,337.00
18	\$ 95,217.00	\$ 98,309.00	\$ 110,935.00	\$ 114,819.00	\$ 117,195.00
19	\$ 97,597.00	\$ 100,767.00	\$ 113,708.00	\$ 117,689.00	\$ 120,125.00
20	\$ 100,037.00	\$ 103,286.00	\$ 116,551.00	\$ 120,631.00	\$ 123,128.00

APPENDIX B



Expense Reimbursement Policy

Expense Reimbursement Policy: Teaching and Support Staff

Insight Schools of California ("Insight") understand that their employees will incur expenses in carrying out their jobs as employees of INSIGHT schools. Therefore, the INSIGHT schools have created a policy providing for and detailing the reimbursement of all job-related expenditures, which includes a request procedure for non-consumable items such as equipment, desks, etc. and a reimbursement process for consumables such as paper, postage, ink, etc. Employees are required to submit all job-related expenditures incurred to ensure that INSIGHT has the opportunity to make proper monthly reimbursement, as described below.

As required by law, INSIGHT will fully reimburse its employees for all expenses that are incurred as a direct result of doing their jobs, provided that they are reasonable and necessary ("reasonable and necessary" expenses). In addition, consistent with the collective bargaining agreement, INSIGHT may within its sole discretion reimburse employees for additional discretionary expenditures, which are not necessary for the job but which the employee independently chooses to incur in order to enhance teaching or encourage learning ("discretionary" expenses). While all reasonable and necessary expenses will be reimbursed, in no event will INSIGHT reimburse discretionary expenses in excess of the amount set by the collective bargaining agreement.

Employees may submit a request for any non-consumable items which includes, but is not limited to, the following: desks, chairs, etc. Unit members shall be provided with two or more options and a description/photo for such items. These items will be sent directly to the employee for their use during their employment. If needed, reclamation labels will be sent to the employee to return these items to the school upon end of employment. The technology package, which includes a laptop, printer, drawing tablet, etc. will be provided by the School and replaced as needed by the School, and such items are not subject to the reimbursement policy, amounts, etc.

Employees shall submit an expense report as per the guidelines below for all consumable items:

- Employees must submit expense reports for all expenses to the Head of School or designee for approval.
- The report must be accompanied by itemized receipts for all charges. In the case of mileage, a map showing the mileage for the trip must be submitted.
- Expenses should be submitted for reimbursement within 30 days of occurrence.
- Any denied expense, whether necessary or discretionary, may be appealed to the Head of Schools or his/her designee.

Any falsification of expense reports will be grounds for discipline, up to and including termination from employment. Employees are expected to make a diligent effort to limit expenses to economical options, recognizing the importance of good stewardship of tax payer dollars. Questions regarding this policy or extenuating circumstances should be directed to your supervisor or to Human Resources.

Common Reasonable and Necessary Expenditures for Consumable Items:

The following are common expenditures that are routinely reimbursed pursuant to applicable law:

Office Expenses – Consumable Items:

Office-related expenses must be necessary to complete INSIGHT job duties and be directly incurred as a result of such duties. These expenses may include the following:

Insight Schools of California

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Expense Reimbursement Policy

- Classroom Supplies, materials, student incentives, etc.: Items must be solely for the use of employee in his/her required duties.
- Postage to mail items to students or INSIGHT office as required by school policies. Postage for any other reason must be pre-approved
- Live Scan: Reimbursed for actual cost

Phone Expenses:

- Reimbursed at actual cost up to \$60.00 per month
- Phone expenses are limited to the *employee's share* of plan cost, taxes, and access
 - Example: a phone plan is shared between 3 lines. The cost of the plan is \$60; each line pays an individual access fee, taxes are \$12. The reimbursable amount is 1/3 of the plan cost (\$20), 1/3 of the taxes (\$4), and the access fee associated with the employee's line.
- Insurance plans, phone/equipment installment plans, overage fees and/or additional paid services associated with the phone line generally are not reimbursable expenses.

Internet:

- Reimbursed at actual cost up to \$75.00 per month

Travel:

Only expenses incurred on behalf of a INSIGHT school are eligible to be reimbursed. Economical and responsible use of school funds has priority over personal convenience or preference.

Examples of acceptable travel may include, but are not limited to:

- Professional Development or In-person meetings assigned by the school
- Assessment of students
- In-person instruction of students
- School-sponsored events such as graduation, culmination and outings

Examples of unacceptable travel-related charges include, but are not limited to:

- Charges for personal goods and services incurred during travel
- Entertainment-related charges incurred during travel
- Travel not related to school business

Mileage:

- Reimbursed for actual miles driven using a personal vehicle for INSIGHT travel; reimbursed at the IRS rate on the date of travel.
- Mileage is calculated from the employee's home office to the approved location based on the most direct route.

Meals:

- Reimbursed at actual cost incurred up to \$50 (limit \$20 per meal) per day when traveling more than 100 miles* (one-way) from home office or when travel requires an overnight stay.
- Alcoholic beverages are not reimbursable.

Hotel:

- Prior approval required.



Expense Reimbursement Policy

- Reimbursed at actual cost.
- Where practical, rooms should cost no more than \$150 per night. Higher limits will be considered should local prevalent room rates require a higher amount.
- Must travel more than 100 miles* (one-way) from home office for consideration.

Flight:

- Requires pre-approval.
- Reimbursed when travel from home office to school-required meeting is such that driving is impractical.
- Flights may be secured by the Head of Schools or designee if requested.

If an employee believes that he or she has incurred or will need to incur travel expenses falling outside of the limits as prescribed by this policy, he or she should discuss the matter with the Head of Schools or other designee.

Non-reimbursable expenses

The following items are generally not considered reimbursable. This is not an exhaustive list. As with all other expenses, should an employee believe that incurring any of the following expenses would be reasonable and necessary in carrying out their jobs, they should speak with the Head of Schools or other designee.

- Airline headsets
- Airline, auto or hotel memberships
- ATM fees
- Barbers and hairdressers
- Child care
- Clothing
- Delinquent credit card fees
- Fines incurred while traveling for school business
- Gum, candy, cigarettes
- Health club dues
- Hotel mini-bar
- In room movies
- Mileage incurred for personal reasons
- Magazines, books, newspapers for personal use
- Personal entertainment (including, but not limited to sporting events or movies)
- Personal toiletries
- Pet care
- Travel, flight or luggage insurance
- Travel upgrades

*there are some instances in which mileage may be less than 100 miles but time of travel is excessive (2 hours), in these cases staff should work with Head of Schools or designee to have additional travel expenses approved.

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APPROVED

**TO: INSIGHT AT SAN JOAQUIN
GOVERNING BOARD**

BOARD REPORT #01

VIA: INSIGHT STAFF

June 14, 2024

SUBJECT: Local Control Accountability Plan

PROPOSAL: It is proposed that the Governing Board of Insight at San Joaquin approve the Local Control Accountability Plan (LCAP).

BACKGROUND: The LCAP is a tool for local educational agencies (LEA) to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. It allows LEAs to share their stories of how, what, and why programs and services are selected to meet local needs. The process enables LEAs to engage educational partners in annual planning to evaluate progress within eight state priority areas, including student academic achievement, school climate, access to a broad curriculum, and parent engagement.

Schools that receive federal funding through the Consolidated Application must annually prepare a plan. Educational code allows charter schools to use the LCAP to meet federal planning requirements. The plan includes actions on how federal funds will be used to improve the academic performance levels of all students. The LCAP Federal Addendum supplements the plan to ensure the provisions of the Every Student Succeeds Act are met.

BUDGET IMPLICATIONS: Upon approval, entitlements will be spent in accordance with the plan.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Local Control Accountability Plan.

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

Krista Mount
Director of Categorical Programs

PRESENTED BY:

Morgan Vincent
Academic Administrator

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: *Cassy Robinson* Date: 6/14/2024

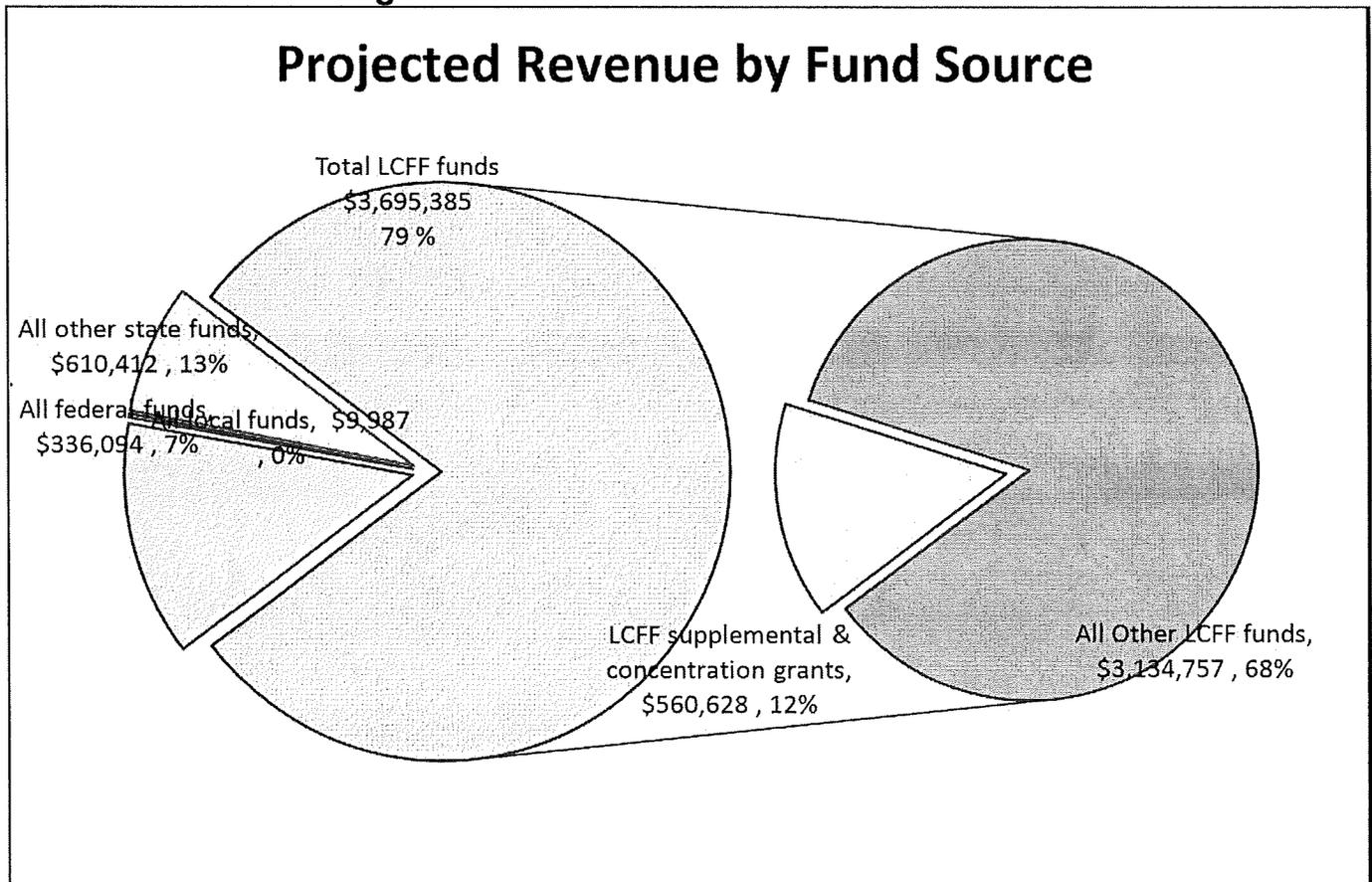
Name	Aye	No	Abstain	Absent	Moved	Second
Fred Vallerga				X		
Bill Bushman	X					X
Deanna Vallerga	X				X	
Jason Jones	X					

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight at San Joaquin
 CDS Code: 39-68627-0133116
 School Year: 2024-25
 LEA contact information:
 Morgan Vincent
 Academic Administrator
 movincent@k12insightca.org
 951-894-9089

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

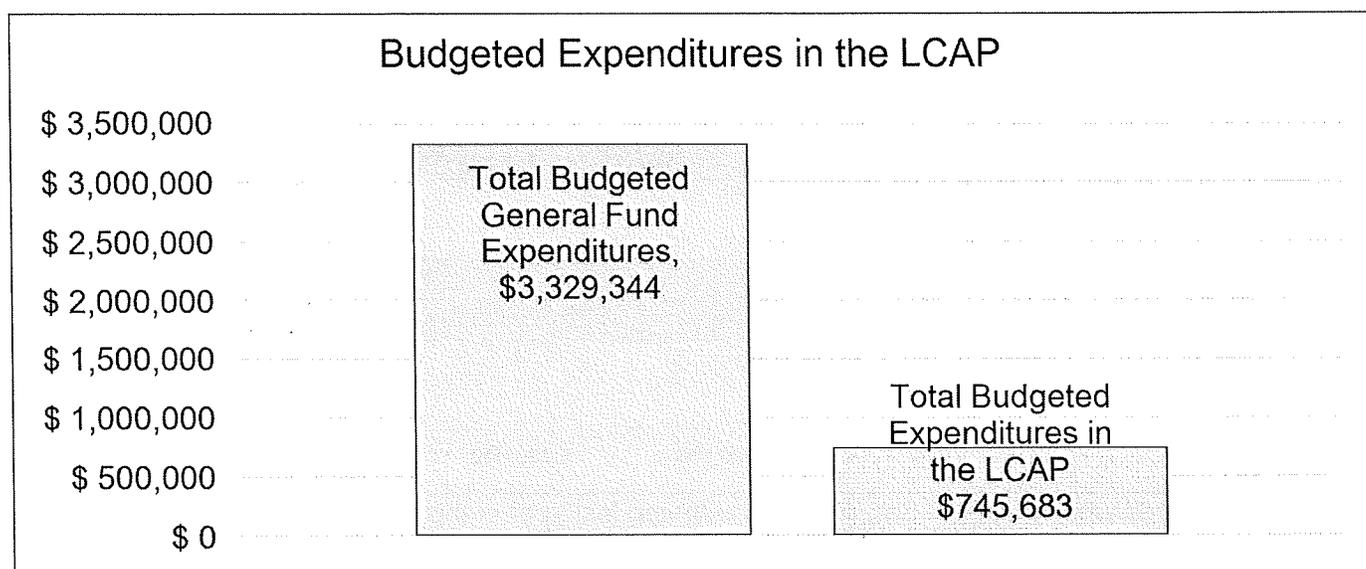


This chart shows the total general purpose revenue Insight at San Joaquin expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight at San Joaquin is \$4,651,878, of which \$3695385 is Local Control Funding Formula (LCFF), \$610412 is other state funds, \$9987 is local funds, and \$336094 is federal funds. Of the \$3695385 in LCFF Funds, \$560628 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Insight at San Joaquin plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Insight at San Joaquin plans to spend \$3329344 for the 2024-25 school year. Of that amount, \$745683 is tied to actions/services in the LCAP and \$2,583,661 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

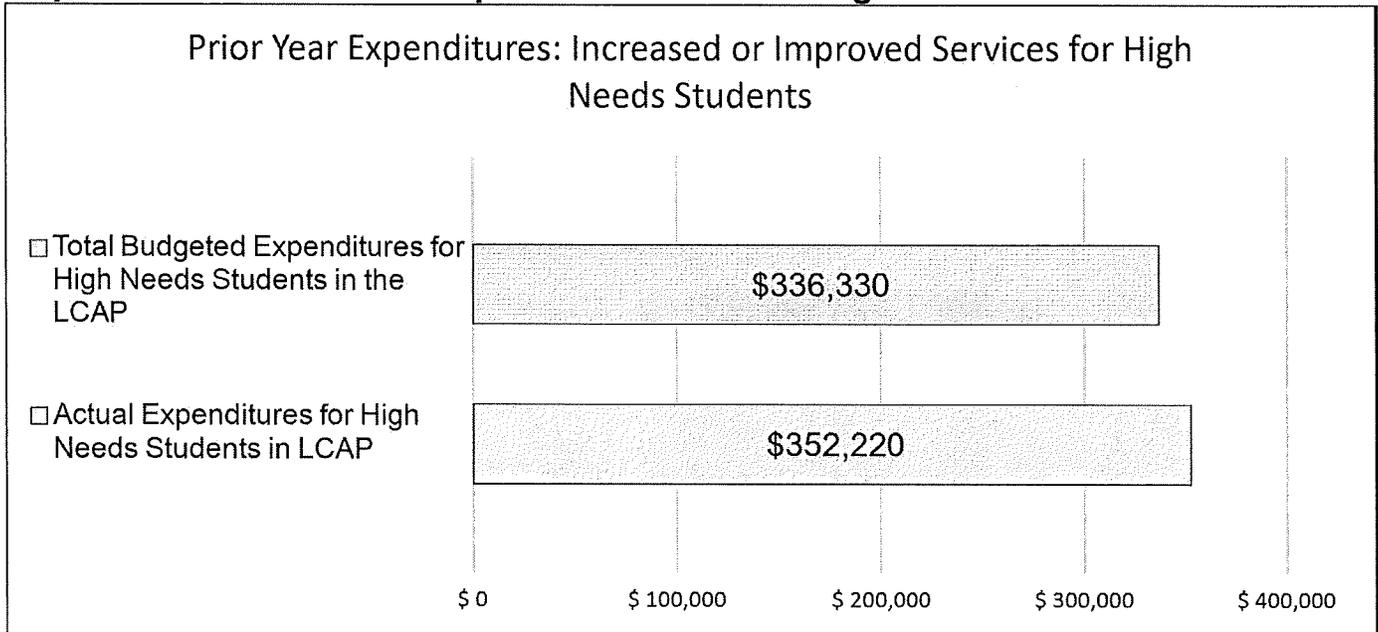
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Insight at San Joaquin is projecting it will receive \$560628 based on the enrollment of foster youth, English learner, and low-income students. Insight at San Joaquin must describe how it intends to increase or improve services for high needs students in the LCAP. Insight at San Joaquin plans to spend \$505955 towards meeting this requirement, as described in the LCAP.

The School continues to reach out to its educational partners, assess student needs, and continues to engage its stakeholders to identify additional programs and areas that will benefit its high needs students

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Insight at San Joaquin budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Insight at San Joaquin estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Insight at San Joaquin's LCAP budgeted \$336330 for planned actions to increase or improve services for high needs students. Insight at San Joaquin actually spent \$352220 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Insight at San Joaquin	Morgan Vincent Academic Administrator	mvincent@k12insightca.org 951-894-9089

Goals and Actions

Goal

Goal #	Description
1	Increase student achievement and proficiency across all metrics for all sub-groups of pupils, including unduplicated pupils and those with disabilities. Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC Math Dashboard Score	184.9 points below standard	5.3% Met or Exceeded Standard for Math Student with Disabilities 0% Hispanic 3.3% Low-income 5.4% White 7.1%	1.49% Met or Exceeded Standard for Math Student with Disabilities: 0% Hispanic: 4% Low-income: 2.44% White: 0%	6.10% Met or Exceeded Standard for Math Student with Disabilities: 0.00% Hispanic: 7.14% Low-income: 5.00% White: 7.14%	150 or fewer points below standard
SBAC ELA Dashboard Score	87.6 points below standard	28.4% Met or Exceeded Standard for ELA Student with Disabilities 12% Hispanic 27.6% Low-income 27.8% White 28.6%	25.76% Met or Exceeded Standard for ELA Student with Disabilities - data not reported Hispanic - 20.83% Low-income 22.50% White 26.32%	29.27% Met or Exceeded Standard for ELA Student with Disabilities: 0.00% Hispanic: 25.00% Low-income: 32.14% White: 26.67%	50 or fewer points below standard
Star 360 Math Growth (% of students whose	37.73%	46.36%	43.87% At/Above SPED 45.45%	40.93% At/Above SPED 43.27%	70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SGP increased from first to last administration).			EL 40%	EL 35.71%	
Star 360 Reading Growth (% of students whose SGP increased from first to last administration).	39.69%	46.41%	41.51% At/Above SPED 43.75% EL 38.46%	50.00% At/Above SPED 32.41% EL 40.00%	70%
Star 360 Math Performance (from EOY administration).	Level 1: 70.55% Level 2: 15.34% Level 3: 10.43% Level 4: 3.68%	Level 1: 69.16% Level 2: 20.09% Level 3: 6.54% Level 4: 4.21%	Level 1: 71.34% Level 2: 17.83% Level 3: 6.37% Level 4: 4.46% SPED: Level 1: 87.88% Level 2: 12.12% Level 3: 0% Level 4: 0%	Level 1: 79.53% Level 2: 10.23% Level 3: 5.58% Level 4: 4.65% SPED: Level 1: 91.81% Level 2: 8.82% Level 3: 0.00% Level 4: 0.00% EL: Level 1: 96.97% Level 2: 3.03% Level 3: 0.00% Level 4: 0.00%	At least 30% of students test in levels 3 and 4; at most 50% of students test at level 1
Star 360 Reading Performance (from EOY administration).	Level 1: 45.78% Level 2: 27.41% Level 3: 20.48% Level 4: 6.33%	Level 1: 40.74% Level 2: 31.48% Level 3: 21.76% Level 4: 6.02%	Level 1: 45.91% Level 2: 20.75% Level 3: 26.42% Level 4: 6.92% SPED Level 1: 65.63% Level 2: 15.63% Level 3: 18.75% Level 4: 0%	Level 1: 39.71% Level 2: 22.97% Level 3: 27.75% Level 4: 9.57% SPED: Level 1: 68.75% Level 2: 15.63% Level 3: 15.63% Level 4: 0.00%	At least 50% of students test in levels 3 and 4; at most 30% of students test at level 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Average SY Course Pass Rates	78.5%	76.77%	EL: Level 1: 61.54% Level 2: 23.08% Level 3: 15.38% Level 4: 0.00%	EL: Level 1: 73.53% Level 2: 50.59% Level 3: 5.88% Level 4: 0.00%	
Average SY Student Pass Rates (students passing 60% or more of courses).	Whole School: 75% (Quarters 1 & 2 only due to COVID pandemic). SPED: 76% (Quarters 1 & 2 only due to COVID pandemic).	Whole school: 70.0% Sped: 65.09%	66.84% Sped: 59.86% EL: 57.78%	72.45% SPED: 60.47% EL: 66.96%	75% across whole group and all subgroups
College/Career Indicator	0.6%	Data not available on SY20-21 dashboard	Data not available on SY21-22 dashboard	0.6%	15%
California Science Test	7.75% Met or Exceeded Standard (*SY18-19, no data for SY19-20)	9.68% Met or Exceeded Standard	13.75% Met or Exceeded Student with Disabilities 0% Hispanic 18.18% Low-income 10.64% White 9.10%	19.42% Met or Exceeded Student with Disabilities 0.00% Hispanic 11.76% Low-income 15.59% White 20.59%	15% Met or Exceeded Standard

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

1.1 - Updated the Necessary Components document so that it included a breakdown of the necessary components and guided questions to support teacher practices. This was aligned with the observation rubric to support teachers in lesson planning, ensuring more consistent checks for understanding, independent practice, and meaningful closures. Teachers updated their pacing guides for each course to align with the Power Standards, ensuring additional emphasis on Focus Standards. Teachers were observed once a month according to an observation schedule that aligned with a necessary component. The Instructional Coach sent resources to support teachers with the necessary component focus of the month.

1.2 - Teachers and staff attend a in-person professional development in August of every year. These meetings focus on developing best practices, such as how to analyze assessment data, utilize tools like Excel, social-emotional learning, suicide prevention. For example, teachers attended a in-person PD session in which they deconstructed Focus Standards in their courses and further refined daily, student-friendly objectives for each of their lessons. Additionally, the Instructional Coach and Teacher Trainer collaborate to develop ongoing PD opportunities for teachers and staff that present new resources and best practices for current resources.

1.3 - The special education department collaborated with the general education department to train teachers on various strategies to support students with IEPs. The Case Managers attended a Professional Development session regarding developing standards-based objectives for their SAI (Specialized Academic Instruction) sessions. These lessons are designed around the goals that the IEP team develops with each student according to their needs. Case Managers conduct these SAI sessions in targeted small groups and one-on-one with students.

1.4 - Intervention specialists and leadership use STAR360 diagnostic data and course grades to determine students in need of additional support in Math and Reading. Intervention caseloads are further divided into groups based on STAR360 State Levels and focus skill range. Intervention specialists use diagnostic data and focus standards to create curriculum, to deliver standards-based instruction at least twice a week in small groups, and to monitor student growth using IXL and other forms of formative assessment.

1.5 - Content teachers meet one-on-one with their Lead every other week (biweekly) for DDI (Data Driven Instruction) to analyze pass rate data, attendance data, contact data, lesson plans, live session recordings, etc. to develop action plans to support student success and teacher best practices. Additionally they meet for Team DDI once a month to analyze results from common, formative assessments to develop actions to increase academic performance.

1.6 - Students maintained continuous access to instruction from highly qualified teachers throughout the school year.

1.7 - Administration meets virtually after the BOY (beginning of year) STAR360 Math and Reading diagnostic assessments and then in-person after the MOY (middle of year) STAR360 and after the EOY (end of year) STAR360. During this time, the results are analyzed for the entire school and each interest group of students. Admin reflects on the effectiveness of programs and actions in the past, areas of strength, and areas of need. Subsequently, they create action plans for supporting student academic achievement and teacher/staff best practices.

1.8 - In the in-person PD session on writing objectives, teachers reviewed and practiced updating DOK levels (depth of knowledge) for various questions. Additionally, there was emphasis on including proving behaviors within their daily objective for live lessons. An ongoing challenge is developing teachers' skills towards decreasing guided practice and increasing independent practice within live sessions. A success is that all teachers are utilizing exit tickets to formatively assess student progress on the daily lesson objective and/or a focus standard. Teachers frequently design lessons with questions modeled similarly to the teacher-graded assignments so that students are successful on their independent assignments within the Online High School courses.

1.9 - Automatic progress updates are pushed to parents every week to monitor student progress with their grades in each course. This is to ensure cohesive and transparent communication of student achievement.

1.11 - Students were offered opportunities to complete the food handler's certificate, enroll in community college course concurrently, and attend college and career readiness events. ASVAB was offered in 2022-2023 but encountered challenges due to scheduling, lack of interest, and cost-effectiveness and as a result was discontinued for the 2023-2024 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Teachers organized live lesson plans to comprehensively integrate components that lead to student mastery of power and focus standards (Action 1.1). This approach was supported by weekly data conferencing (Action 1.5) to assess instructional effectiveness through ongoing formative assessments. Moreover, intervention specialists (Action 1.4) delivered tailored instruction during live support sessions, thoroughly gathering growth data and shared it to students and families. Teachers maximized non-instructional days (Action 1.6) to review academic data from the previous Star 360 assessment, identifying power and focus standards to incorporate into trimester pacing guides. This practice persisted throughout the academic year, with weekly data analysis sessions to continually refine instructional strategies. Teachers focused heavily on student independent work during live sessions to gauge progress toward standards mastery between Star 360 assessments (Action 1.8). Special education teachers utilized Star 360 data to tailor instructional plans for individualized education program (IEP) goals during specialized academic instruction (Action 1.3). At each Star 360 assessment, the leadership team met to analyze growth data, refining live instruction and planning accordingly (Action 1.7). The intervention program provided ongoing support to low-performing students based on their Star 360 performance and growth scores, offering additional live session assistance (Action 1.4). We saw a significant increase in the Star360 reading data, with an overall increase of 8.49%. However, there was a slight decline in math with a decrease of 2.94%. Students with disabilities also saw a decline in math of 2.18% and 11.34% in reading. English learners demonstrated a decrease of 4.29% in math, but saw an increase of 1.54% in reading.

Throughout the school year, teachers were provided with a variety of professional development opportunities, including those tailored to their individual preferences, to expose them to a broad spectrum of instructional methods and models (Action 1.2). A portion of the non-instructional days at the beginning of the school year was dedicated to in-person professional development sessions, with a specific focus on essential components of live instruction and scaffolding techniques for both English Learners and special education students (Action 1.6). Regular informal observations indicated that these practices were in use in classrooms throughout the school year. Teachers actively participated in ongoing data conferencing to ensure the effectiveness of instructional strategies in advancing students toward standards mastery (Action 1.5), with much of the formative data derived from students' independent work completed during live sessions (Action 1.8). Special education teachers concentrated on enhancing engagement in specialized academic instruction (SAI), aiming to foster increased overall engagement with the school. This approach has demonstrated a sustained positive correlation between attendance at SAI sessions and academic performance. Improvements were noted across various academic metrics: average school course pass rates increased by 3.23% from the previous school year, while pass rates for English learner courses increased by 5.76%. Additionally, the average rate of students passing 60% or more of their courses overall increased by 5.61%. Notably, pass rates for English Learners increased by 9.18%. Some of this success is also attributed to the continued implementation of automatic progress alerts (Action 1.9), which provide weekly updates to families regarding student progress in courses and foster open communication channels.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The administration team convenes three times a year for Data Digs, which usually take place after the Math and Reading schoolwide diagnostic testing windows. During these meetings, administration analyzes various data, including the results of the Math and Reading diagnostic tests. Based on this analysis, 2-5 Focus Standards for both Math and Reading are identified as requiring additional emphasis in teachers' pacing guides. Previously, this data was shared with teachers during Staff Meetings or Professional Development, typically prior in planning the start of each trimester. To enhance ongoing accountability and ensure teachers consistently engage with the data, they will now revisit the data at least once within each trimester in DDI meetings. This allows teachers to continually adjust their pacing and lesson to more meaningfully address the needs identified by the diagnostic tests. The expected outcome is improvement in diagnostic testing scores and subsequently in State Testing scores.

Rubric templates and training will be developed by Insight Instructional Coaches, in collaboration with teachers, to support preparation for Math, Reading, and Science State Tests by modeling aspects of State Testing rubrics. This is expected to increase consistency between teachers and departments, however, portions of these rubrics will be individualized by teachers as needed for specific courses and assignments. Equity in grading is anticipated to improve by enhancing grading calibration and reducing grading fatigue and variation between teachers. Student understanding of criteria is also expected to improve, leading to higher quality work. These rubrics will be piloted by select teachers for select teacher-graded assignments in the 2024-2025 school year. Feedback will then be gathered by the Instructional Coach team for updates to the rubric templates and training, with broader schoolwide utilization of these rubrics expected as the process continues.

The recent addition of a provided curriculum for the Math Intervention program is expected to continue improving student proficiency in math courses and math State Testing. This math curriculum will be utilized and adjusted by Intervention Specialists to better target student needs that are identified through the Math schoolwide diagnostic testing conducted multiple times throughout the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Increase the level of student and family engagement with the school as measured by attendance rates, withdrawal rates, and suspension rates Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Yearly attendance rate (reported at P2 due to COVID pandemic)	91.45%	Funded at previous school year's P2 rate of 91.45%	90.79%	92.13%	92%
Withdrawal rate	21.59%	15.8%	22.31%	21.70%	20%
Live session attendance rate from year-end engagement dashboard	50.96%	75.61%	85.64%	82.08%	75%
Suspension/expulsion rate	0%	Data not available on SY20-21 dashboard	0%/0%	0.00%	0%
Parent and family engagement	Met	Met	Met	Met	Met
Local climate survey	Met	Met	Met	Met	Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	Data not available for SY19-20	35.3% English Learners 26.3% Hispanic 34.1% White 35.7% Student with Disabilities 36% African American 37.5% Low-income 38.4%	31.3% Overall EL: 22.2% Hispanic: 33.6% White: 29.5% Students with disabilities: 29.7% African American: 33.3% Low income: 33.5% Asian: 28.6%	Overall: 27.90% EL: 22.20% Hispanic: 32.80% White: 26.7% Students with disabilities: 25.3% African American: 28.3% Low-Income: 27.2%	31%
Dropout Rate	14.70%	22.8%	9.6%	43.6%	20%
Programs, services, and communications available and accessible to parents of unduplicated pupils	n/a - New metric for SY22-23	n/a - New metric for SY22-23	100 % of families invited to LCU/SSO, and receiving communications in language of preference	100 % of families invited to LCU/SSO, and receiving communications via Parent Square in language of preference	100% of families will be invited to Learning Coach University and Strong Start Orientation, and will receive communications in the language of their preference

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2.1 Strong Start Orientation:

Strong Start Orientation sessions were implemented as planned. These sessions successfully prepares students/learning coaches prior to the start of school to ensure students are confident to begin school. The most relevant challenge within strong start orientation includes learning coach (LC) attendance, as all LCs are invited but not all LCs take advantage of this orientation opportunity.

2.2 Ongoing attendance/withdrawal monitoring by RAISE team:

Overall implementation of ongoing attendance/withdrawal monitoring by RAISE team experienced weekly successful support of all students who qualify for tier support, as well as adjusting support for students displaying attendance struggles. These sessions were implemented as planned

2.3 Walk to Class Orientation:

Walk to Class Orientation overall implementation successfully includes all new students the first week of school ensuring students are able to access all courses, live sessions, and receive direct support in real time. All sessions were implemented as planned.

2.4 Academic advisor role:

The academic advisor role was implemented as planned and led to the successful student/AA connections as well as the SEL and adulting content material to all students. This role has led to vital staff/student appropriate connections, engagement, attendance, and daily monitoring of student course access and achievement.

2.5 Ongoing attendance and withdrawal monitoring/training by academic advisor: The ongoing attendance and withdrawal monitoring/training by academic advisor was implemented as planned and led to targeted attendance support for all students, which greatly impacted daily attendance percentages.

2.6 Consistent live session schedule: The live schedule was implemented as planned and led to maintenance of the live session attendance rate, in addition to the live attendance alerts. The schedule has been largely successful in allowing students to maintain consistency of their daily school routines. A challenge associated with the schedule is scheduling support sessions for students across all contents and special programs.

2.7 Data conferencing: Data conferencing with the advisor and RAISE teams was implemented as planned. Time is reserved in the school year calendar for departments to meet every other week, both as teams and individually, to analyze trends in student attendance and withdrawal data, discuss winback strategies, and plan student and family supports and interventions. These have been particularly successful in increasing attendance and maintaining chronic absenteeism rate.

2.8 Automatic attendance alerts: Attendance alerts were deployed as planned throughout the school year and contributed positively to the growth in attendance. The primary challenges associated with these alerts having trained staff available to run the alerts each day.

2.9 Interpreter and translation services: The interpreter service was implemented as planned, in that all families are provided with live interpretation in the language of their preference upon request. School documents have been translated into Spanish and in many cases into Arabic. Challenges include working within the confines of the interpreter service capabilities, i.e. translation must occur via phone while most meetings occur in Zoom or another virtual platform.

2.10 Learning Coach support/communication: Learning Coach support was implemented in the form of various recurring newsletters sent via a platform which enables parents to select the language of their choice. Families were also offered live, virtual orientation sessions multiple times throughout the year, which were successful for those who attended.

2.11 Student activities: Student activities were implemented as planned, with outings offered in various physical locations in order to offer students the ability to connect with one another and with staff. The greatest challenge lies in getting students to attend, as they live in a multitude of communities and living situations.

2.12 Trauma guidance counselor: The Trauma Guidance Counselor was implemented as planned by providing supports for all crisis referral students, offering training to staff on crisis response processes, and connecting students in need with resources and referrals to school counselors to ensure students have an understanding of what is needed to graduate and supports in place to stay enrolled.

2.13 Student and family champion: The Student and Family Champion was implemented as planned by providing supports, resources, access to school, and rights for all our MKV and Foster Youth students and offering training to staff on MKV and Foster Youth student rights and appropriate supports.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The RAISE team monitored and worked with student struggling with attendance non-compliance, as well as working 1/1 with students struggling with progress in courses (Action 2.2) resulting in a decreased withdrawal rate overall as compared with our baseline and year one metrics. Current overall withdrawal rate decreased by .61%. The Academic Advisor (Action 2.4) role also positively contributed to the decrease in withdrawal rate as each advisor monitored student engagement and attendance (Action 2.5) within the program on a daily basis, offering consistent support, as well as working to decrease barriers for student success within the program. Consistent data conferencing within each school department (Action 2.7) also contributed to the decrease in withdrawal rate, as all staff reflected on engagement, attendance, progress and overall student achievement consistently to ensure student needs are addressed within the program.

In addition to the RAISE team and Academic Advisor role support, (Action 2.2, 2.4 and 2.5), yearly attendance rate increased by 1.34% percent from the previous year with the implementation of automatic attendance alerts (action 2.8). Daily attendance alerts deployed each period, supporting students by providing consistent attendance accountability and working to inform learning coaches of student truancy.

Strong Start Orientation (SSO) (Action 2.1) and Walk to Class Orientation (W2C) (Action 2.3) contributed to live session attendance; however, live session attendance rates did decrease by about 3.5%. All students and families were actively introduced and trained on student success strategies, enrollment requirements, as well as student and family expectations before the start of school, as well as during the first week of school. Continued consistent live session schedule (Action 2.6) also allows student consistency within daily procedural expectations. Establishing these live attendance expectations early on within the student experience positively contributes to the increase within live

session attendance rates; however, LCs and students must take advantage of SSO and W2C supports in order to benefit from these achievement tools

The increase in school attendance and decrease in withdrawals and dropouts was further achieved by family engagement opportunities and ongoing Learning Coach education and communication (Action 2.10). Families were sent a monthly newsletter including all important information regarding activities and events for the month, contact information, social-emotional learning tips, and academic supports. An interpreter service (Action 2.9) and the school's bilingual engagement coach contributed to further schoolwide involvement opportunities by enabling school staff to communicate with families in the language of their preference. Additionally, various outings and activities were offered to students and families throughout the year (Action 2.11), to provide opportunities to support the whole student and to enable connections between students and staff and amongst their peers. These outings took place both in physical settings and online, including college/career tours, community service opportunities, and academic experiences.

The RAISE team and Academic Advisor role support (Action 2.2, 2.4 and 2.5) also led to decrease chronic absenteeism schoolwide by 3.4%. Consistent data conferencing within each school department (Action 2.7) also contributed to the decrease in chronic absenteeism percent, as all staff consistently reflected on engagement, attendance, progress, and student achievement to ensure student needs were being addressed within the program. Additionally, the trauma guidance counselor (Action 2.12) led to a decrease in the student dropout rate by 9.6% and maintenance of a 0% suspension rate by implementing a holistic approach to student support, providing and overseeing various support groups, creating a series of mental health videos and messages, and providing support to staff members in handling students with past trauma. Support from the Student and Family Champion (Action 2.13) also enabled the school to ensure that all learners had access to school and to needed resources. She tracked and maintained contact with students and families dealing with homelessness, foster placement, and crisis situations, provided community resources where necessary and available, and connected families with internet hotspots when needed.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The goal, metrics, desired outcomes, and actions remain mostly unchanged for the upcoming school year. A few notable adjustments are as follows:
Action 2.10 Learning Coach support/communication and 2.11 Student activities. Media and Community Liaison (MCL) was hired to better support parents, communities, and students by increasing social media presence, weekly/monthly family engagement communications, and monthly student virtual and in-person activity offerings.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services. Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 7: Course Access (Conditions of Learning)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	100%
Every pupil in the school district has sufficient access to standards-aligned instructional materials	2020 Dashboard Implementation of State Standards Local Indicator All courses are aligned to the	2021 Dashboard Implementation of State Standards Local Indicator	2022 Dashboard Implementation of State Standards Local Indicator All courses are aligned to the appropriate standards	2023 Dashboard Implementation of State Standards Local Indicator	Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.	All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.	via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.	All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards.	
School facilities are maintained in good repair	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A
Implementation of academic content and performance standards adopted by the state board	2020 Dashboard Implementation of State Standards Local Indicator Standard Met	2021 Dashboard Implementation of State Standards Local Indicator Standard Met	2022 Dashboard Implementation of State Standards Local Indicator Standard Met	2023 Dashboard Implementation of State Standards Local Indicator	Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	14.29% English Language Proficiency Well Developed on ELPAC Level 4	8.33% English Language Proficiency Well Developed on ELPAC Level 4	6.25% of English Language Proficiency Well-Developed on ELPAC (level 4)	9.09% of English Language Proficiency Well-Developed on ELPAC (level 4)	30%
A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials	SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials	100%
Programs and services developed and provided to unduplicated pupils	SARC 100% of these student populations have access to all broad course of study and/or programs.	SARC 100% of these student populations have access to all broad course of study and/or programs	SARC 100% of these student populations have access to all broad course of study and/or programs	SARC 100% of these student populations have access to all broad course of study and/or programs	100%
Programs and services developed and provided to individuals with exceptional needs	SARC 100% of students with disabilities have access to all broad	SARC 100% of students with disabilities have access to all	SARC 100% of students with disabilities have access to all	SARC 100% of students with disabilities have access to all broad course of study	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	course of study and/or programs	broad course of study and/or programs	broad course of study and/or programs	and/or programs	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

3.1 Student ISP reimbursement: Internet reimbursements were provided twice a year to students who qualified based on free and reduced lunch status

3.2 Teachers: Retention bonuses were distributed to credentialed instructional staff at the end of the school year

3.4 MKV and foster youth liaison: McKinney Vento and Foster Youth Liaison tracked homeless students and families throughout the school year, provided them with community resources, and in some cases coordinated hotspot access.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Offering internet service reimbursement (Action 3.1) to socioeconomically disadvantaged students ensured that all students maintained continuous access to school.

All students, including unduplicated pupils, maintained access to appropriately credentialed and assigned teachers (Action 3.2). Teachers worked throughout the year to align course content to academic standards and to evaluate student data continuously to evaluate standards mastery. This ensured that 100% of students had access to standards-aligned instructional materials throughout the school year. To retain high-quality teachers, salary increases and bonuses were given. Retaining fully credentialed teachers in the English Language department resulted in an increase of over 9% of EL students who tested at Level 4 on the ELPAC.

The McKinney Vento and Foster Youth Liaison (Action 3.4) ensured that students in homeless and foster situations have access to basic needs and, when needed, a hotspot to maintain internet access, to ensure that these students can continue accessing school programs, have support in overcoming barriers, and have access to appropriate personal resources.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to this goal, expected outcomes, actions, or metrics for the current year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Increase graduation rate as a school and by each reported subgroup by 3% each year as measured by DASS graduation rate. Priority 5: Pupil Engagement (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
DASS graduation Rate	Graduation rate 2020-70.8% African American- 65.2% White- 80.0% Socioeconomically Disadvantaged- 65.7% Students with Disabilities- 54.1% Hispanic- 66.3% English Learners- no data reported	Graduation rate 2021-72.5% African American- 79.2% White- 66.1% Socioeconomically Disadvantaged- 71.6% Students with Disabilities- 75.9% Hispanic- 69.2% English Learners- no data reported	Graduation rate 2022- 75.3% African American - 70% White - 68.9% Socioeconomically Disadvantaged - 72.4% Students with Disabilities - 73.5% Hispanic - 79.1% English Learners - 76.9%	Graduation rate 2023 -58.00% African American - 63.6% White - 58.8% Socioeconomically Disadvantaged - 54.10% Students with Disabilities - 57.10% Hispanic - 58.20% English Learners - 51.9%	79%
Student views of grad plans (average of the year)	66%	76.15%	80.04%	91.30%	85%
EI Proficiency	EL: 83% (Student pass rate Quarters 1 & 2 only due to COVID pandemic).	66.1% EL pass rate 2021 Dashboard 8.3% English Language Proficiency	13.33%	9.09%	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
EL Reclassification Rate	2019 ELPAC proficiency: 14.3%	Well Developed on ELPAC (Level 4): 8.33%			
	21.4%	23.5% *Comparison to Prior Year Counts The 2020-21 Reclassified Fluent English Proficient (RFEP) student enrollment counts may be lower due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during "distance-learning" resulting from the COVID-19 pandemic.	n/a	8.5%	30%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

4.1 Graduation plans: All students are provided an individualized graduation plan within 4 weeks of school starting. The graduation plan is reviewed during individual counseling conference with student and their school counselor. All students are invited to a Grad Plan rally every term.

4.2 RAISE and counseling team support for potential graduates: RAISE team supports potential graduates through our Academic Probation process by providing weekly academic and organizational support for students who are failing courses. Counseling team ensures students are placed in courses needed to meet graduation requirements, and all students are invited to individual conferences with their counselor to view grad plan and discuss pathway to graduation.

4.3 ELD Coordinator: The ELD Coordinator continued to revamp the ELD program. This was done to support potential graduate EL students and aimed to increase EL proficiency and the EL reclassification rate. The ELD Coordinator's efforts led to the creation of newly designed, Designated ELD classes for English Learners and Long-Term English Learners (LTEL), along with a new ELD curriculum. The ELD Coordinator created and trained staff on an LTEL Toolkit that identifies essential components for LTEL success and valuable resources that can be utilized for both Designated and Integrated ELD. Targeted support sessions for LTEL and EL students were built into each ELD Specialist's schedule to support struggling students.

4.4 ELD Specialists: Two ELD Specialists were hired to support the increasing English Learner population. ELD Specialists teach Designated ELD classes tailored to each student's English proficiency level and their Long-Term English Learner (LTEL) status. Students who are LTELs are placed in an LTEL-ELD course, where the ELD Specialist uses the LTEL Toolkit in tandem with the ELD standards to create lessons for LTEL success. The Specialists review their students' grades in their content courses on a bi-weekly basis and pull those students needing additional support into targeted support sessions each week.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1 Graduation Plans: The actions were effective in making progress toward the goal as evidenced by an increase of grad plan views of 11.26%, with a total viewing of 91.30%.

4.2 RAISE and Counseling team support for potential graduates: The actions were effective in making progress toward the goal, however, due to clerical errors in reporting, the graduates were not reported correctly to the Dashboard therefore resulting in a decrease of 17.30%. Internal graduation numbers reveal an overall graduation rate of 91.89% and a graduation rate of 80% for our students who were receiving Academic Probation support.

4.3: Actions to increase EL proficiency and reclassification rate were shown to be effective as the English proficiency rate is at 9.09% and the reclassification rate is at 10.10%. The ELD Coordinator will continue with current actions, aiming to increase proficiency and reclassification even more for the next school year. The graduation rate for English learners decreased for the 22-23 school year. The ELD Coordinator will provide Integrated ELD training to all staff to increase support for English Learners in their content classes. The ELD Coordinator is guiding the ELD team to focus on delivering additional targeted support sessions to all 12th-grade students, even if they are not potentially graduating the current school year.

4.4 ELD Specialists: Hiring ELD Specialists to teach tailored ELD and LTEL-ELD courses was effective, and the Specialist will continue with actions to tailor ELD and LTEL-ELD courses to student English proficiency levels and implementation of LTEL essential components in each LTEL lesson. The graduation rate for English Learners decreased for the 22-23 school year. ELD Specialist are working to target all 12th-grade students to provide additional support sessions to increase pass rates and graduation rates.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

4.2 A counselor position was added to ensure manageable caseloads for counselors.

4.3 ELD Coordinator: An ELD Coordinator was hired to support the growing EL population in reaching English proficiency and to manage state-requirements.

Action 4.4 ELD Specialist: An ELD Specialist was hired in November to support an increasing English Learner population.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.

- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Insight at San Joaquin	Morgan Vincent Academic Administrator	movincent@k12insightca.org 951-894-9089

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Insight @ San Joaquin is a virtual, alternative charter school specializing in serving at-risk high school students in a fully online environment. Insight is a WASC-accredited, Dashboard Alternative School Status school serving students in Sacramento, Amador, San Joaquin, Stanislaus, Contra Costa, Alameda, Santa Clara counties. Students receive synchronous instruction from highly qualified teachers; complete coursework in rigorous curriculum through Stride, Inc.; and have access to support staff and special services providers according to their needs. Insight is fully committed to supporting the social-emotional wellbeing and academic success of each of its students.

Student Demographics (Fall 2023):

18.6% English Learners (35 students)

3.2% Homeless (6 students)

58.5% Socioeconomically Disadvantaged (110 students)

22.3% Students with Disabilities (42 students)

74.33% Unduplicated Students

Total Enrollment: 188 Students

Vision Statement: Insight @ San Joaquin envisions empowering students to be self-directed and resourceful learners. Through an engaging and supportive environment, while providing continuous opportunities for success, our students overcome challenges and become fulfilled and conscientious members of the community.

Mission Statement: Insight @ San Joaquin is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our school provides students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight @ San Joaquin's at-risk

program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

CAASPP is indicated Red in ELA and Orange in math. In ELA, all students performed 69.5 points below standard, and the subgroups of Hispanic students (73.7 points below standard), socioeconomically disadvantaged students (96 points below standard), and White students (70.1 points below standard) performed below all students. In math, all students performed 143.3 points below standard, and while socioeconomically disadvantaged students performed the same at 143 points below standard, Hispanic students performed 156.3 points below standard and White students performed 156.3 points below standard. There is a significant need to increase math achievement across all students.

The school is indicated as Very Low in the College and Career Indicator, and is Very Low in the African American, Hispanic, socioeconomically disadvantaged, special education, and White subgroups as well.

In local assessment data, the subgroups of English learners (39.29%), Hispanic (36.21%), and students with disabilities (25%) are achieving lower levels of growth than all students (39.33%) in math. In reading, the subgroups of English learners (41.38%), Hispanic (36.36%) and students with disabilities (39.53%) are performing at lower levels of growth than all students (50.88%). While English learner progress on the dashboard is at 33.3%, they are still trailing behind all students in achievement in English and math.

Graduation rate is indicated as Red for all students, as well as for Hispanic, socioeconomically disadvantaged, special education, and White student subgroups, and there is a decline of 17.4%. While this is at least partially attributed to a data reporting error, actions were developed to address this need.

Suspension rate maintained at 0%.

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard:

CAASPP ELA: Socioeconomically disadvantaged

CAASPP Math: Hispanic & White

CCI: African American, English learners, Students with disabilities, White
Other Measures

CAST: Students with disabilities & English learners

Local Assessment Math: Students with disabilities

Local Assessment Reading: Hispanic

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Insight at San Joaquin is in CSI for low performance. Graduation rate, ELA, and CCI, are indicated as red on the CA Dashboard.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Insight at San Joaquin has successfully fulfilled all the obligations associated with the Every Student Succeeds Act (ESSA) status. This includes carrying out a thorough needs assessment, involving educational partners in the planning process, choosing evidence-based interventions, and assessing for any disparities in resources.

The following was found during the school needs assessment. Thirty-six 11th-grade students took the ELA assessment in Spring 2023. The school maintained from the prior year but is 69.5 points below standard. There are no significant student groups. Even though the Math indicator was Orange, all students were 143.3 points below standard. Only 36 students were tested so there are no significant student groups. The graduation rate declined 17.4% from the previous year and it was 58%. There were 176 students in the 4- & 5-year graduation rate. All students and all student groups (Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White) were a red indicator. The College/Career Indicator was Very Low with only 0.6% of the 165 students being Prepared. Additionally, all student groups (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White) were also Very Low. At the end of 2023, the overall course pass rate was 75.82%. Additionally, 72.45% of students passed at least 60% of their courses. No student groups are performing higher than another group or all students, therefore there are no inequities. All students need additional support.

Teachers, support staff, and administrators have actively engaged in conducting a needs assessment by analyzing data, analyzing surveys, and holding meetings with parents. Based on the feedback received, both staff and administrators have expressed the need for an additional supplementary program in both Math and ELA. Parents and students provided feedback regarding the need for additional academic support outside of the general class sessions. This supplementary support program aims to provide extra instruction to students who are enrolled in Math and ELA courses and require additional assistance in specific areas. The program will follow the Response to Intervention model.

To effectively implement this program, the plan is to hire Math and ELA Intervention Specialists who will work with students in small group settings. These specialists will utilize the STAR360 assessment data, which will be administered at the beginning, middle, and end of the

academic year, to identify areas of improvement. The Intervention Specialists will employ research-based intervention practices for tiers 2 and 3. These practices will focus on remediating underlying skills and structures for math and reading (Gersten et al, 2009a;b), providing explicit instruction (Hite & McGahey, 2015), and intensive and individualized interventions for struggling readers provided by trained specialists and providing opportunities for extended discussions of text meaning and interpretation (Kamil et al, 2008).

See the following sections for additional information, Engaging Educational Partners, Goal 1: An explanation of why the LEA has developed this goal, Goal 1, Action

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

To monitor the implementation, the intervention specialist will take attendance at all intervention sessions to see which students are fully committed to the RTI program. The intervention specialists will be part of the instructional coaching process at the school. The student attendance rate at intervention sessions, student feedback, and feedback from instructional coaches will be used to evaluate the effectiveness of the implementation of the plan.

To monitor the effectiveness of the plan, the following data will be used, trimester course pass rates, ELA and math assessment results, graduation rate, and teacher and student feedback. If the plan is effective the course pass rate at the end of each trimester should increase. At the end of the year, we would expect to see an increase in the percentage of students proficient in ELA and math on STAR360 and SBAC. As well as an increased graduation rate. We expect educational partner feedback to be positive and for them to have a desire for the plan to continue.

Baseline Data from 2023

2023 SY Course Pass Rate 75.8%

SBAC/CAA ELA 69.5 Points Below Standard

SBAC/CAA Math 143.3 Points Below Standard

STAR360 Reading 37.32% At or Above Standard

STAR360 Math 10.23% At or Above Standard

Graduation Rate 58%

Student with Disabilities 57.1%

Socioeconomically Disadvantaged 54.1%

Hispanic 58.2%

White 58.8%

See the following sections for additional information, Engaging Educational Partners, Goal 1: Measuring and Reporting Results

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Parents and students are surveyed regularly throughout the school year. Parents and learning coaches are invited to Orientation, Learning Coach University, and family engagement meetings throughout the year, during which Spanish translation is available. Parents of English learners are also invited to submit feedback about the ELD program via surveys.
Students	Parents and students are surveyed regularly throughout the school year. Parents and learning coaches are invited to Orientation, Learning Coach University, and family engagement meetings throughout the year, during which Spanish translation is available. Parents of English learners are also invited to quarterly ELAC meetings.
Teachers and other school personnel	Teachers and other school personnel are invited to monthly staff meetings, bi-weekly team data meetings, and all family engagement meetings throughout the year. Feedback from staff is obtained from conversations during these meetings and from surveys. Additionally, WASC committees collect input from staff during accreditation renewal.
School administrators	School administration team meets once weekly to discuss school data and progress. Administration team also meets in-person three times per school year, following administration of local assessment to perform in-depth data analysis. Findings and action plans from these data meetings are shared with staff.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Engaging educational partners meetings were held each quarter: once in the fall, once in the winter, and once in the spring. Students, parents, and staff invited and presented with updates to current goals, reporting on dashboard indicators, and a review of proposed actions/goals. During each session, attendees were asked engagement questions and provided feedback opportunities. Information from each meeting was sent via email to all invitees. Conversations during these sessions were centered around actions and programs that are currently effective or ineffective in meeting goals and to gather ideas. Additionally, students, families, and staff were surveyed regularly throughout the year, and English learners and their parents were invited to submit feedback specific to the ELD program.

As a result of the feedback collected from these meetings and surveys, the following changes to the LCAP were implemented:

- Additional position in ELD program and increased offerings in ELD: Parents indicated that more ELD class sessions to focus on conversation and how to express opinions would be beneficial to ELs
- Focus on student connection and inclusion of non-classroom connections as a metric to monitor progress: Student and parent feedback on connectedness survey questions indicate that connection to school is vital to students' academic success, and that students value the relationships they are able to form with teachers and staff.
- Focus in professional development on improving instructional practices based on data: Feedback collected during the WASC process pointed at the need to improve instructional practices, including developing lessons that integrate Star 360 data, expanding on live session methodologies to promote student learning and encourage agency, increasing use of differentiation, and continuing to focus on depth of knowledge questioning. Additionally, the WASC visiting committee recommended continued participation in professional development that supports special populations in an online environment
- Language support action: Feedback collected during the WASC process also pointed at the need to provide additional language translation options for families.
- Instructional support action: Feedback from teachers and staff indicate that more fidelity and consistency are needed in implementing new supplemental learning tools outside of the online high school to increase usage rates.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth toward meeting or exceeding English Language Arts (ELA), math, and science standards.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This broad goal was developed because dashboard and local data show deficits in academic achievement, both schoolwide and in various subgroups.

CAASPP is indicated Red in ELA and Orange in math. In ELA, all students performed 69.5 points below standard, and the subgroups of Hispanic students (73.7 points below standard), socioeconomically disadvantaged students (96 points below standard), and White students (70.1 points below standard) performed below all students. In math, all students performed 143.3 points below standard, and while socioeconomically disadvantaged students performed the same at 143 points below standard, Hispanic students performed 156.3 points below standard and White students performed 156.3 points below standard. There is a significant need to increase math achievement across all students.

The school is indicated as Very Low in the College and Career Indicator, and is Very Low in the African American, Hispanic, socioeconomically disadvantaged, special education, and White subgroups as well.

In local assessment data, the subgroups of English learners (39.29%), Hispanic (36.21%), and students with disabilities (25%) are achieving lower levels of growth than all students (39.33%) in math. In reading, the subgroups of English learners (41.38%), Hispanic (36.36%) and students with disabilities (39.53%) are performing at lower levels of growth than all students (50.88%). While English learner progress on the dashboard is at 33.3%, they are still trailing behind all students in achievement in English and math.

The actions developed to address this goal are intended to address the red and very low indicators, as well as the disparity in achievement between all students and these subgroups. Actions 1.3 (Math/ELA Intervention) and 1.4 (Instructional Support) are designed to reach students who are working below level and provide supports to lift their achievement levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA SBAC Points from Standard	Overall: 69.5 below Hispanic: 73.7 below Socioeconomically Disadvantaged: 96 below White: 70.1 below			Increase by at least 25 points overall and in all subgroups	
1.2	Math SBAC Points from Standard	Overall: 143.3 below Hispanic: 156.3 below Socioeconomically Disadvantaged: 143 below White: 156.3 below			Increase by at least 25 points overall and in all subgroups	
1.3	CAST % Meet/Exceed	Overall: 19.42% African American: 25% Asian: 18.18% Hispanic: 11.76% Socioeconomically Disadvantaged: 15.59% Sped: 0% White: 20.59%			Increase by at least 15% overall and in all subgroups	
1.4	CCI % Prepared	Overall: 0.60% African American: 0% EL: 0% Hispanic: 1.60% Homeless youth: 5% Socioeconomically Disadvantaged: 0.70% White: 0%			Increase by at least 15% overall and in all subgroups	
1.5	Star 360 Math Performance	Overall: L1: 79.53% L2: 10.23% L3: 5.58%			Decrease percentage of students testing at levels 1 and 2 by	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L4: 4.65% EL: 33 Students L1: 96.97% L2: 3.03% L3: 0% L4: 0% Hispanic L1: 75.86% L2: 17.24% L3: 5.17% L4: 1.72% Homeless youth: 1 Student L1: 100% L2: 0% L3: 0% L4: 0% Sped: L1: 91.18% L2: 8.82% L3: 0% L4: 0%			at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15%	
1.6	Star 360 Math Growth	Overall: SGP Benchmark At/Above: 39.33% Below: 60.67% EL: 33 Students SGP Benchmark At/Above: 39.29%			Increase percentage of students testing at/above by 10% overall and across all subgroups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Below: 60.71% Hispanic: SGP Benchmark At/Above: 36.21% Below: 63.79% Homeless youth: 1 Student SGP Benchmark At/Above: 100% Below: 0% Sped: SGP Benchmark At/Above: 25.00% Below: 75.00%				
1.7	Star 360 ELA Performance	Overall: L1: 39.71% L2: 22.97% L3: 27.75% L4: 9.57% EL: 34 Students L1: 75.53% L2: 20.59% L3: 5.88% L4: 0% Hispanic: L1: 45.45% L2: 21.82% L3: 25.45% L4: 7.27%			Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless youth: 0 Students Sped: L1: 68.75% L2: 15.63% L3: 15.63% L4: 0%				
1.8	Star 360 ELA Growth	Overall: SGP Benchmark At/Above: 50.88% Below: 49.12% EL: 34 Students SGP Benchmark At/Above: 41.38% Below: 58.62% Hispanic: SGP Benchmark At/Above: 36.36% Below: 63.64% Homeless youth: 0 Students Sped: SGP Benchmark At/Above: 39.53% Below: 60.47%			Increase percentage of students testing at/above by 10% overall and across all subgroups	
1.9	Course Pass Rates	Overall: All: 75.82% Mth: 64.40% Eng: 72.63%			Maintain pass rates for all pass rates at a 75% minimum and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	3Es Survey Completion	Sci: 70.38% EL: All: 69.74% Mth: 56.67% Eng: 65.77% Sci: 65.28% Sped: All: 65.65% Mth: 51.85% Eng: 64.52% Sci: 56.34% Overall: 95.63%			increase all subgroups by 3%.	
					Maintain completion rate at 95%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<p>Professional development will aim to improve instructional practices based on data to address developmental needs in English language arts, math, and science proficiency and to improve academic growth for all students. This will include identify and understanding the Power and Focus standards, developing daily learning objectives, calibrating grading practices, increases the depth-of-knowledge for informal and formal assessments, fostering collaboration, refining the Necessary Components of Live Instruction, and sharing best practices identified through Data-Driven Instruction.</p> <p>SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards</p> <p>SPED team will meet once monthly during team DDI meetings to collaborate with their peers and Lead Ed. Specialist in reviewing student math and ELA data for effective CPM and instructional planning to support growth towards ELA and Math standards.</p> <p>ELD professional development will focus on improving instructional practices and scaffolds for our Long-Term English Learners. This will include utilizing the Insight LTEL Toolkit and conducting an in-depth analysis of the research-based essential components to see how to best integrate them in both Designated and Integrated ELD.</p>		No
1.2	Instructional Coaching	<p>Instructional coaches will support teachers and their teaching practices. Instructional coaches will work with teachers to set instructional goals, provide resources and feedback throughout planning and instructional sessions, and follow up with student outcomes as a cycle to drive change in engagement and proficiency. Coaches also will provide ongoing professional development in the areas of lesson planning, engagement, and instructional strategies throughout the year.</p>	\$67,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Math/ELA Intervention	Intervention specialists, in partnership with content teachers and the academic leadership team, will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of students and identified student groups. Students will be identified based on a number of criteria, including performance level on schoolwide math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and student grade level. Intervention direct instruction will be provided during live support sessions, and intervention specialists will collect growth data and communicate it to students and families.	\$2,068.00	Yes
1.4	Instructional Support	<p>Education Specialists will utilize an online platform that provides specific standards-based mini lessons and assessments to monitor student progress towards IEP goals and assess student growth in the program.</p> <p>Insight will provide an online tutoring program from an external provider that students can access at any time, including outside of school hours, to support them with their assignments.</p> <p>Intervention Specialist will use an online platform that provides specific standard based mini lessons and assessments to gauge student growth in the program.</p> <p>Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaining course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals.</p>		No
1.5	College/Career Readiness	All students will be provided with a variety of options to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course		Yes

Action #	Title	Description	Total Funds	Contributing
		offerings that prepare students for post-secondary life while earning high school credit.		
1.6	Summer School	Summer school programming will be offered to students whose credit deficiency has put them at risk of not graduating with their cohort. Core content areas are prioritized and students will carry a reduced credit load to allow them to focus on these courses.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe and effective learning environment that fosters positive school culture and connection driven by the input of parents, teachers, staff, and students that is inclusive and representative of the school's population.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. The school suspension and expulsion rates are 0%, and attendance in the first and second periods were 92.52% and 92.13%, respectively. As students can only learn if they attend school, there is a need to decrease the chronic absenteeism rate, which is higher among African American (28.3%) and Hispanic (32.8%) students than all students (27.9%). As such, there is a need to strengthen student and family partnerships with the school. The percentage of students whose home language is a language other than English is 38.7%, of which 26.44% speak Spanish. In order to effectively partner with these families, there is a need to provide language support in the form of interpreter services and translated school communications.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate	Overall: 0% African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% Sped: 0% White: 0%			Maintain at 0%	
2.2	Expulsion Rate	Overall: 0% African American: 0% Hispanic: 0% White: 0%			Maintain at 0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Local Indicator: Parent and Family Engagement	Standard Met			Maintain at Standard Met	
2.4	Local Indicator: Local Climate Survey	Standard Met			Maintain at Standard Met	
2.5	Chronic Absenteeism Rate	Overall: 27.90% African American: 28.30% Asian: 25.00% Hispanic: 32.80% White: 26.70%			Decrease rate by 5% overall and across subgroups	
2.6	P1/P2 Attendance Rates	P1 - 92.52% P2 - 92.13%			Maintain attendance rates at over 90%	
2.7	Non-Classroom Connections	Counselor connections: 78.26% Advisor conferences: New metric			Make non-classroom connections with at least 90% of students	
2.8	How the LEA will promote parental participation in programs for unduplicated pupils	100% of parents understand the process of English Learner identification and ELD program placement 40% of parents know to access ELPAC scores and understand what each level/score means 100% of parents understand the district's ELD program exit			Increase parental participation in programs for unduplicated pupils	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>criteria for English learner reclassification to Fluent English Proficient (RFEP)</p> <p>100% of parents are satisfied with their child's ELD support</p> <p>100% receive communication from the school in a language they can understand.</p> <p>100% of parents understand the ELD attendance requirements</p> <p>80% of parents know who to contact at the school if their child needs help or support</p> <p>80% of parents were interested in part of/possibly being part of the ELAC</p> <p>Parent feedback: Learning Coaches would like to help getting in touch with counselors and teachers to better support their student.</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	How the LEA will promote parental participation in programs for individuals with exceptional needs	Learning Coaches would like to have more ELD class sessions to focus on conversation and how to express opinions All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs			Maintain parent participation in programs for individuals with exceptional needs	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Language Support (EL)	Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.	\$2,215.75	Yes
2.2	Engagement (family and climate)	Insight provides parent coaching opportunities as well as instructional sessions to foster positive school culture as well as an environment that drives connection and values input from all educational partners. Resources such as monthly newsletters, parent/student instructional tutorials and frequent scheduled student/family outings are provided to all educational partners in order to foster positive school culture and inclusivity. Insight ensures frequent connection via timely communication and transparency.	\$147,826.61	Yes
2.3	Social Emotional Learning, Prevention, and Intervention	Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. Insight staff are trained on suicide prevention and screening. Insight staff, parents, learning coaches, and students have access to SEL and mental health resources at all times. Insight fosters a positive school culture and connection by providing support groups based upon student needs. Insight will work with students to address and support mental health needs.	\$144,521.63	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide all pupils access to standards-aligned courses in well-rounded curriculum taught by appropriately assigned and credentialed teachers, by utilizing 21st Century technology and targeted programs and services.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This was developed as a maintenance goal, as there is a need to continue to ensure that every student has sufficient access to standards-aligned instructional materials, highly qualified teachers, and a broad course of study. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. Despite the equity of access, CAASPP and local achievement data show a disparity in achievement for English learners and students with disabilities, so actions have been designed to provide additional supports to students working below level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Preparation and Placement (SARC)	Fully Credentialed and Properly Assigned: 87.91% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 12.09%			100% fully credentialed and properly assigned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Every pupil has sufficient access to standards-aligned instructional materials (SARC)	Unknown/Incomplete: 0% 100% of students have access			Maintain 100%	
3.3	Implementation of the academic content and performance standards adopted by the state board.	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: Full implementation and sustainability in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and Visual and Performing Arts. Initial implementation in Career Technical Education. Beginning development in Health Education.			Full Implementation and Sustainability in all areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	<p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p> <p>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: Full implementation and sustainability</p>			Maintain full implementation and sustainability	
3.5	Extent to which students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	<p>The school added Geometry to their course list beginning with the 2019-2020 school year. Although Geometry is not a state requirement for graduation, the addition of Geometry has given students the opportunity to access a higher math course. Insight has included Technology courses: Computer Literacy, Digital Arts</p>			Maintain offerings and add CTE offerings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and Image Design and Editing. The school is providing the ability for students to earn a Food Handler's Certificate as well as ASVAB opportunities. The upcoming 2023-2024 school year Insight is planning to provide courses with Microsoft for students to have the opportunity to take an exam for a Microsoft certificate.				
3.6	Programs and services developed and provided to unduplicated pupils	Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.			Maintain	
3.7	Programs and services developed and provided to individuals with exceptional needs	Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.			Maintain	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP Reimbursement	Provide an internet subsidy for students who qualify for free and reduced lunch.	\$28,449.00	Yes
3.2	High-Quality Teachers	Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff.	\$73,217.93	Yes
3.3	Equity, Access, & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners.	\$43,277.82	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	MKV/FY	In accordance with state and federal laws, Insight will provide hotspots to our MKV and Foster Youth students in an effort to ensure students have free access to school. Insight will offer hotspots for wifi connectivity and will provide free shipping of hotspots.		No
3.5	New Teacher Induction	The new teacher induction programs aim to provide comprehensive support, guidance, and mentorship to novice educators. Pairing with a mentor as a trusted guide, novice educators can acquire strategies and best practices tailored to their specific needs. Through ongoing dialogue and mentorship, novice educators can enhance their instructional skills, learn effective pedagogical techniques, and adapt to diverse student needs more effectively.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase the graduation rate for all pupils and across significant groups (Student with Disabilities, Socioeconomically Disadvantaged, Hispanic, and White), by 5% by end of SY2025-2026	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focus goal was developed to increase graduation rate for all students and for the following subgroups: Students with disabilities, Hispanic, socioeconomically disadvantaged, and White. The significant decrease in graduation rate from the previous year can be at least partially attributed to a data reporting error; nonetheless, there is significant need to improve in this area and actions have been developed to address this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate (Dashboard)	Overall: 58% African American: 63.60% EL: 51.90% Hispanic: 58.20% Homeless youth: 47.60% Socioeconomically Disadvantaged: 54.10% Sped: 57.10% White: 58.80%			Increase the graduation rate for all pupils and across all subgroups by 5%	
4.2	EL Progress	33.30%			Increase by at least 10%	
4.3	EL Reclassification Rate	8.50%			Increase by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Student Pass Rate (By 60%+ Courses)	72.45%			Increase by 3%	
4.5	Student Graduation Plan Views	91.30%			Increase to 95%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	RAISE Team	Insight works with students to ensure they are compliant with attendance and making progress academically towards graduation. The RAISE team conducts daily outreach each morning and throughout the day as needed. Insight ensures that all educational partners are made aware of support and engagement sessions available to them in order to support their graduation goals. Insight also offers translation services based on student need to decrease the gap in language barriers to graduation. Insight	\$111,511.41	Yes

Action #	Title	Description	Total Funds	Contributing
		ensures each student has a graduation plan and is placed in courses needed to graduate; each student is required to view their graduation plan each term. Insight works with students to ensure they have access to socio-economic resources .		
4.2	Academic Data Coordinator	The Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle.	\$39,395.34	Yes
4.3	ELD Services	Insight offers a Structured English Immersion (SEI) program, where services and support for English Learners and Long-Term English Learners (LTEL) are based on students' English language proficiency and progress. The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Designated ELD lessons will be designed using a research-based curriculum, aligned with the CA ELD standards, and taught by highly qualified and highly trained ELD Specialist. The ELD Specialist and ELD Coordinator will work together to create individualized language proficiency goals for each student to drive both Integrated and Designated ELD instruction. In addition, LTEL students will have tailored ELD courses specifically designed to utilize research-based essential components for LTELS. As EL students are monitored throughout the school year, tier 2 support will be provided to students who are in need of additional language support. These students will be added to a targeted small group sessions with ELD Specialist to provide additional English language support. To support Newcomer students, a tier 3 intervention English language acquisition platform will be utilized along with Designated and Integrated ELD classes and supports.	\$85,909.82	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$560,628	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
17.522%	10.337%	\$330,317.16	27.859%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Instructional Coaching</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard)</p>	<p>Instructional coaches will support teachers and their teaching practices by helping them set instructional goals, providing resources and feedback throughout planning and instructional sessions, and following up with student outcomes as a cycle to drive change in engagement and proficiency. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all</p>	<p>Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>are below all students (143.3 points below standard) in math.</p> <p>Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency.</p> <p>Scope: LEA-wide</p>	<p>student achievement by providing the most effective learning environment for students.</p>	
<p>1.3</p>	<p>Action: Math/ELA Intervention</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.</p> <p>There is also a disparity in growth between English learners (41.38%) and the entire school (49.12%) in Star 360 reading assessments.</p> <p>Scope:</p>	<p>Intervention specialists will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of identified student groups. However, this action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students.</p>	<p>Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>LEA-wide</p> <p>Action: College/Career Readiness</p> <p>Need: The percentage of students prepared under the College and Career Indicator is extremely low at 0.6% prepared. Additionally, the African American, English learner, students with disabilities, and White subgroups are even lower, at 0% prepared. Educational partner feedback identifies CCI as an area of priority to improve, recognizing that students need to be better prepared for post-secondary options after graduating.</p> <p>Scope: LEA-wide</p>	<p>All students will be provided with a variety of activities to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit. Additionally, the school will investigate and purchase CTE programming for all students, to maximize the impact on improving the CCI rates on the dashboard.</p>	<p>Progress will be monitored by 3E survey results, and effectiveness will be measured by college and career indicator results on the dashboard</p>
2.2	<p>Action: Engagement (family and climate)</p> <p>Need: There is a strong connection between student connectedness and achievement, so there is a need to ensure that all families, but particularly those of unduplicated pupils, feel connected and engaged. Educational partner feedback indicates that only 40% of families of English learners know how to access ELPAC scores and understand what each level/score means, and 80% know who to contact at the school if their child needs help or support.</p>	<p>Parent coaching opportunities as well as instructional sessions are provided to foster positive school culture as well as an environment that drives connection and values input from all educational partners. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.</p>	<p>Progress will be monitored through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
2.3	<p>Action: Social Emotional Learning, Prevention, and Intervention</p> <p>Need: There is a strong connection between student connectedness and achievement, so there is a need to ensure that all students, but particularly unduplicated pupils, feel connected and engaged. Individual connections with counselors are at 78.26%</p> <p>Scope: LEA-wide</p>	<p>Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.</p>	<p>Progress will be monitored by non-classroom connections between students and staff, and effectiveness will be measured by attendance and chronic absenteeism rates</p>
3.2	<p>Action: High-Quality Teachers</p> <p>Need: Not all teachers are fully credentialed and appropriately assigned. In SY21-22, 87.91% of teachers were fully credentialed and properly assigned. There is a need to ensure that the school hires and retains highly qualified teachers. The school continues to work with the teachers' union on competitive compensation.</p> <p>Scope:</p>	<p>Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff.</p>	<p>Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers local indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	<p>LEA-wide</p> <p>Action: Equity, Access, & Accountability</p> <p>Need: Although 100% of students have access to standards-aligned curriculum and instructional materials, there is a need to improve pass rates. The course pass rate for all students in math is 64.4%, the student group of English learners is 56.67%, and students with disabilities is 51.85%. The course pass rate for all students in ELA is 72.63%, the student group of English learners is 65.77%, and students with disabilities is 64.52%.</p> <p>Scope: LEA-wide</p>	<p>The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. This action is being provided on an LEA-wide basis to maximize its impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.</p>	<p>Progress and effectiveness will be monitored through course pass rates and dashboard local indicators of implementation of state academic standards and access to a broad course of study</p>
4.1	<p>Action: RAISE Team</p> <p>Need: Need for guided support in academics and in attendance: The course pass rate for all students in math is 64.4%, the student group of English learners is 56.67%, and students with disabilities is 51.85%. The course pass rate for all students in ELA is 72.63%, the student group of English learners is 65.77%, and students with disabilities is 64.52%. Chronic absenteeism rate is 27.9%.</p>	<p>The RAISE Team works with students to ensure they are compliant with attendance and making progress academically towards graduation. This action is focused on improving pass rates and lowering the chronic absenteeism rate for unduplicated students; however, it will also benefit all students who are not participating in or struggling to be successful at school.</p>	<p>Progress will be monitored through course pass rates and internal attendance rates. Effectiveness will be measured by chronic absenteeism and graduation rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.2</p>	<p>Action: Academic Data Coordinator</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.</p> <p>There is also a disparity in growth between English learners (41.38%) and the entire school (49.12%) in Star 360 reading assessments.</p> <p>Scope: LEA-wide</p>	<p>Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle. This action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students.</p>	<p>Progress and effectiveness will be measured via CAASPP, course pass rates, and Star 360 data</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Language Support (EL)</p> <p>Need: Because of the percentage of students whose home language is a language other than English, parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.</p>	<p>Progress will be monitored through educational partner feedback. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.</p>
3.1	<p>Action: Student ISP Reimbursement</p> <p>Need: Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Lack of internet access has sometimes been a factor that has impacted student attendance in the past.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access</p>	<p>Effectiveness will be measured via educational partner feedback, internet subsidy requests, and the dashboard local indicator of implementation of state academic standards.</p>
4.3	<p>Action: ELD Services</p>	<p>The ELD Coordinator will review EL student data and place students in courses, as well as</p>	<p>Progress will be monitored via course pass rates and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Although 33.3% of English learners made academic progress, only 8.5% were reclassified in the 22-23 school year, and English learners are lagging behind the rest of the school in pass rates in ELA and math as well as in growth in local assessments in both reading and math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Students will also receive targeted supports according to their needs.</p>	<p>Star 360 data for English learners. Effectiveness will be measured by EL proficiency and reclassification rates, in addition to ELPAC and CAASPP data.</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover-%)
Totals	\$3,199,479	\$560,628	17.522%	10.337%	27.859%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$505,954.70	\$143,232.12		\$96,496.49	\$745,683.31	\$704,385.05	\$41,298.26

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	All	No				24-25							
1	1.2	Instructional Coaching	English Low	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$67,290.00	\$28,572.85	\$38,717.15			\$87,290.00	
1	1.3	Math/ELA Intervention	English Low	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$0.00	\$2,068.00				\$2,068.00	
1	1.4	Instructional Support	All	No				24-25							
1	1.5	College/Career Readiness	English Low	Yes	LEA-wide	English Learners Low Income	All Schools	24-25							
1	1.6	Summer School	All	No				24-25							
2	2.1	Language Support (EL)	English	Yes	Limited to Unduplicated Student Groups	English Learners	All Schools	24-25	\$0.00	\$2,215.75				\$2,215.75	
2	2.2	Engagement (family and climate)	English Low	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$146,912.86	\$75,875.48				\$71,951.13	\$147,826.61
2	2.3	Social Emotional Learning, Prevention, and Intervention	English Low	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$144,521.63	\$40,006.66	\$104,514.97			\$144,521.63	
3	3.1	Student ISP Reimbursement	Low	Yes	Limited to Unduplicated	Low Income	All Schools	24-25	\$0.00	\$28,449.00				\$28,449.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	High-Quality Teachers	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$73,217.93	\$0.00	\$73,217.93				\$73,217.93	3.44%
3	3.3	Equity, Access, & Accountability	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$36,059.32	\$7,218.50	\$40,404.32		\$21,873.50		\$43,277.82	
3	3.4	MKV/FY	MKV/FY	No				24-25								
3	3.5	New Teacher Induction	All	No				24-25								
4	4.1	RAISE Team	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$111,511.41	\$0.00	\$89,639.55		\$21,871.86		\$111,511.41	
4	4.2	Academic Data Coordinator	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools	24-25	\$39,395.34	\$0.00	\$39,395.34				\$39,395.34	
4	4.3	ELD Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	\$85,476.56	\$433.26	\$85,909.82				\$85,909.82	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$3,199,479	\$560,628	17.522%	10.337%	27.859%	\$505,954.70	3.440%	19.254%	Total:	\$505,954.70
								LEA-wide Total:	\$389,380.13
								Limited Total:	\$116,574.57
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	\$28,572.85	
1	1.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,068.00	
1	1.5	College/Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools		
2	2.1	Language Support (EL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,215.75	
2	2.2	Engagement (family and climate)	Yes	LEA-wide	English Learners Low Income	All Schools	\$75,875.48	
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$40,006.66	
3	3.1	Student ISP Reimbursement	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$28,449.00	
3	3.2	High-Quality Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	\$73,217.93	3.44%
3	3.3	Equity, Access, & Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	\$40,404.32	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	RAISE Team	Yes	LEA-wide	English Learners Low Income	All Schools	\$89,839.55	
4	4.2	Academic Data Coordinator	Yes	LEA-wide	English Learners Low Income	All Schools	\$39,395.34	
4	4.3	ELD Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$85,909.82	

2023-24 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)		
Totals		\$451,593.08	\$421,581.09		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Lesson planning and standards alignment	Yes	\$20,981.02	17,882.37
1	1.2	Professional development	Yes	\$25,283.27	25,869.84
1	1.3	SAI	No		
1	1.4	Intervention Program	Yes	\$14,929.97	19,883.41
1	1.5	Data conferencing	No		
1	1.6	Fully credentialed teachers			
1	1.7	Assessment data analysis	Yes	\$42,125.16	21,900.74
1	1.8	Independent work			
1	1.9	Automatic progress updates	Yes	\$939.78	4.51
1	1.11	Develop college and career readiness offerings	No		
2	2.1	Strong Start Orientation	No		
2	2.2	Ongoing attendance/withdrawal monitoring by RAISE	Yes	\$83,258.95	55,514.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Walk to Class Orientation	No		
2	2.4	Academic Advisor Role	No		
2	2.5	Ongoing withdrawal monitoring/training by academic advisors	No		694.16
2	2.6	Consistent live session schedule	No		
2	2.7	Data Conferencing	No		
2	2.8	Automatic attendance alerts	No		
2	2.9	Interpreter and translation services	Yes	\$1,384.96	1,246.89
2	2.10	Learning Coach Support/Communication	No		
2	2.11	Student activities	No		
2	2.12	Trauma Guidance Counselor	Yes	\$31,140.66	32,836.80
2	2.13	Student and Family Champion	No	\$44,440.00	31,361.38
3	3.1	Student ISP Reimbursement	Yes	\$28,449.00	28,449.00
3	3.2	Teachers	Yes	\$44,311.01	73,874.26

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	McKinney Vento and Foster Youth Liaison	No		154.13
4	4.1	Graduation Plans	Yes		19.82
4	4.2	RAISE and Counseling Team Support	Yes	\$71,725.82	46,594.00
4	4.3	ELD Coordinator	Yes	\$42,623.48	25,230.81
4	4.4	ELD Specialist	Yes		40,064.33

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)		
\$705,864	\$352,219.89	(\$15,889.81)	7.200%	3.690%	-3.510%		
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Lesson planning and standards alignment	Yes	\$20,981.02	\$17,794.71		
1	1.2	Professional development	Yes	\$10,750.27	\$10,287.30		
1	1.4	Intervention Program	Yes	\$14,929.97	\$19,883.41		
1	1.7	Assessment data analysis	Yes	\$42,125.16	\$19,786.43		
1	1.9	Automatic progress updates	Yes	\$939.78			
2	2.2	Ongoing attendance/withdrawal monitoring by RAISE	Yes	\$62,003.95	\$36,346.99		
2	2.9	Interpreter and translation services	Yes	\$1,384.96	\$1,246.89		
2	2.12	Trauma Guidance Counselor	Yes	\$31,140.66	\$32,836.80		
3	3.1	Student ISP Reimbursement	Yes	\$28,449.00	\$28,449.00		
3	3.2	Teachers	Yes	\$44,311.01	\$73,699.22	7.20%	3.69%
4	4.1	Graduation Plans	Yes				
4	4.2	RAISE and Counseling Team Support	Yes	\$36,690.82	\$46,594.00		
4	4.3	ELD Coordinator	Yes	\$42,623.48	\$25,230.81		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.4	ELD Specialist	Yes		\$40,064.33		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,195,472	\$705,864	2.96%	25.050%	\$352,219.89	3.690%	14.712%	\$330,317.16	10.337%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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School districts and COEs: *EC sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:*

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:*

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of EC Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows: Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s) Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in EC Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in EC Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with EC Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (EC Section 42238.07[a]1), EC Section 52064[b]8[B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA’s goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusive statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is not included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

APPROVED

**TO: INSIGHT AT SAN JOAQUIN
GOVERNING BOARD**

BOARD REPORT # 02

VIA: INSIGHT STAFF

June 14, 2024

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of Insight at San Joaquin approve the application for federal categorical funds through the Consolidated Application, 2024-25 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, Insight at San Joaquin declares the intent to apply for multiple, formula-driven, categorical program funds. The submission also assures the California State Board of Education that the Local Education Agency (LEA) will adhere to the legal assurances associated with the programs.

The LEA is applying for funds from the following programs:

1. Title I, Part A (Basic Grant) ESSA Sec 1111
2. Title II, Part A (Supporting Effective Instruction) ESSA Sec 2104
3. Title IV, Part A (Student Support) ESSA Sec 1112(b)

The LEA annually submits a school plan and proposed expenditures, to the Board for approval, outlining how the entitlement will fund the personnel, activities, and programs that the stakeholders have determined will support improved student achievement.

BUDGET IMPLICATIONS: Upon approval, entitlements will be spent in accordance with the plan.

RECOMMENDATIONS: It is recommended the Governing Board approve the Consolidated Application, 2024-25 Application for Funding.

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

Krista Mount
Director of Categorical Programs

PRESENTED BY:

Krista Mount
Director of Categorical Programs

Ayes: 3 No: 0 Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 6/14/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Fred Vallerga				X		
Bill Bushman	X					X
Deanna Vallerga	X				X	
Jason Jones	X					

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Kimberly Odom
Authorized Representative's Signature	
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	06/05/2024

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Kimberly Odom
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	06/05/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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**TO: INSIGHT AT SAN JOAQUIN
GOVERNING BOARD**

APPROVED

BOARD REPORT # 03

VIA: INSIGHT STAFF

June 14, 2024

SUBJECT: Fiscal Year 2024-25 Preliminary Budget

PROPOSAL:

It is proposed that the Governing Board of Insight at San Joaquin approve the “Adopted Budget.”

BACKGROUND:

This report has been prepared using Fiscal Crisis and Management Assistance Team’s (FCMAT’s) Local Control Funding Formula (LCFF) calculator, which is based on the Governor’s 2024-25 May Revision.

The preliminary budget for the 2024-25 fiscal year is based on an estimated P2 ADA of 257 students, which is expected to generate \$4,651,878 in funding. The 2024-25 preliminary budget anticipates a deficit of \$879,448, which K12 Inc. has agreed, under the terms of the Educational, Products, and Services Agreement, to issue invoice credits, to be applied to K12 Invoices, so that Insight at San Joaquin’s revenues meet all expenses with no deficit. The current budget also includes a \$27,747 carry forward fund balance from fiscal year 2023-24, which Insight at San Joaquin will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:

The forecasted revenue is \$4,651,878. The school anticipates an ending fund balance of \$27,747 for the 2024-25 school year.

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Approve the Adopted Budget for the 2024-25 school year on behalf of Insight at San Joaquin
2. Authorize the Head of School to make budget adjustments periodically to include unanticipated income or unexpected costs that may arise.

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

Kimberly Odom
Head of School

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

Kimberly Odom
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 6/14/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Fred Vallergera				X		
Bill Bushman	X				X	
Deanna Vallergera	X					X
Jason Jones	X					

Insight at San Joaquin

Board Presentation

Fiscal Year 2024-25

Preliminary Budget



Insight Schools of California

COUGARS

BE THE REASON



Insight at San Joaquin

Summary of Changes from Fiscal Year 2023-24 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	257	-	0% change compared to Fiscal Year 2023-24 Estimated Actuals
LCFF Revenue	\$ 3,695,385	\$ (16,484)	Decrease primarily due to loss of Concentration Grant funding based on District's projected UPP. Partially offset by LCFF funding rate increase (1.07% COLA).
Restricted Revenue	\$ 946,505	\$ 121,041	Primarily due to an increase in planned Educator Effectiveness, Learning Recovery Emergency Block Grant, and Title expenditures
Expenses	\$ 4,651,878	\$ 103,034	Primarily due to an increase restricted funded certificated and classified personnel, estimated hourly and salary rate increases for classified personnel, all of which nearly offset by an increase in estimated FY 24-25 K12 Invoice Credits

Fiscal Year 2024-25 Preliminary Budget Highlights

	SB740		54.00% Certificated salaries and benefits, as a percent of revenue, is 14.0% higher than required
			94.47% Instruction and instruction-related services, as a percent of revenue, is 14.5% higher than required
	K12 Invoice Credits	\$ (879,448)	Amount of credits issued by K12 for Fiscal Year 2024-25, which guarantee the school does not end the year with a deficit



Insight Schools of California
COUGARS
BE THE REASON

Insight at San Joaquin

Fiscal Year 2024-25

Preliminary Budget Comparison

Description	Object Code	2023-24 Adopted Budget	2023-24 First Interim Budget	2023-24 Second Interim Budget	2023-24 Estimated Actuals	2024-25 Preliminary Budget	vs. Estimated Actuals Increase (Decrease)	
							\$ Difference	% Change
PZ ADA		183	236	253	257	257	-	0.00% ^a
A. REVENUES								
1. LCFF/Revenue Limit Sources	8010-8099	\$ 2,608,309	\$ 3,364,267	\$ 3,709,027	\$ 3,711,869	\$ 3,695,385	\$ (16,484)	-0.44% ^b
2. Federal Revenues	8100-8299	299,332	416,221	353,239	315,911	336,094	20,183	6.39% ^c
3. Other State Revenues	8300-8599	272,854	345,763	456,769	509,553	610,412	100,858	19.79% ^d
4. Other Local Revenues	8600-8799	561	299	4,516	11,510	9,987	(1,523)	-13.23% ^e
5. TOTAL REVENUES		\$ 3,181,056	\$ 4,126,550	\$ 4,523,552	\$ 4,548,843	\$ 4,651,878	\$ 103,034	2.27% ^f
B. EXPENDITURES								
1. Certificated Salaries	1000-1999	\$ 1,127,873	\$ 1,369,007	\$ 1,379,569	\$ 1,424,353	\$ 1,677,289	\$ 252,936	17.76% ^f
2. Non-certificated Salaries	2000-2999	173,371	162,551	179,785	178,778	256,925	78,147	43.71% ^g
3. Employee Benefits	3000-3999	415,108	485,487	473,640	473,977	610,470	136,494	28.80% ^h
4. Books and Supplies	4000-4999	546,889	694,494	790,828	767,283	827,726	60,443	7.88% ⁱ
5. Services and Other Operating Expenditures	5000-5999	909,377	1,407,293	1,689,886	1,696,496	1,265,951	(430,545)	-25.38% ^j
6. Capital Outlay	6000-6999	8,436	7,718	9,845	7,956	13,516	5,559	69.88% ^k
7. Other Outgo	7100-7499	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		\$ 3,181,056	\$ 4,126,550	\$ 4,523,552	\$ 4,548,843	\$ 4,651,878	\$ 103,034	2.27% ^f
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		-	-	-	-	-	-	-
D. OTHER FINANCING SOURCES/USES		-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE		-	-	-	-	-	-	-

EXPLANATION OF VARIANCES:

- a 0% change compared to Fiscal Year 2023-24 Estimated Actuals
- b Decrease primarily due to loss of Concentration Grant funding based on District's projected UPP. Partially offset by LCFF funding rate increase (1.07% COLA).
- c Primarily due to a increase in planned Title funding
- d Primarily due an increase in planned Educator Effectiveness and LREBG expenditures
- e School set up interest bearing accounts effective October 2023. Decrease is a result of spending down one-time, restricted cash balances
- f Primarily due to an increase of restricted funded certificated personnel
- g Primarily due to increase in school's allocation of restricted funded personnel, and estimated salary and hourly rate increases for classified personnel
- h Primarily due to increase in employer PERS retirement contribution rates and benefits rate assumptions
- i Primarily due to increase in enrollment driven materials and services
- j Primarily due to increase estimated FY 24-25 K12 Invoice Credits, partially offset by an increase in planned restricted funded spending
- k Due to an estimated increase in asset purchases - employee computers and technology



Insight at San Joaquin

Fiscal Year 2024-25 Preliminary Budget

Senate Bill 740 Instructional Cost		
	Object Code	Total
Certificated Salaries and Benefits		
Certificated Teacher Salaries	1100	\$ 1,396,293
Cert. Supervisors' and Admin. Salaries	1300	\$ 193,563
Additional Certificated Personnel Pay	1900	\$ 87,433
Certificated Employee Benefits	3000-3999	\$ 544,583
Special Ed. - Certificated Contract Services (Certificated Portion - 90%)	5100	\$ 290,165
Certificated Staff Cost		\$ 2,512,038
Non-Certificated Support Salaries	2200	\$ 256,925
Non-Certificated Employee Benefits	3000-3999	\$ 65,887
Approved Textbooks and Core Curricula Materials	4100	\$ 786,415
Materials and Supplies	4300	\$ 41,312
Special Ed. - Certificated Contract Services (Non-certificated portion - 10%)	5100	\$ 32,241
Travel and Conferences	5200	\$ 311,803
Inst. Computers/Printers/Leasing	5600	\$ 235,634
Contract - Student Instructional Technology (7%)	5800	\$ 101,358
Other Instructional and Operating Expenditures	5800	\$ 4,209
ISP Services/Telephone	5900	\$ 46,974
Instruction & Instruction-Related Costs		\$ 1,882,756
Total Instructional Cost		\$ 4,394,794

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	\$ 2,512,038	\$ 4,651,878	54.00%
B. Total Instructional Costs	\$ 4,394,794	\$ 4,651,878	94.47%
C. PTR (Pupil-Teacher Ratio)	22.55 : 1		

Note:

In order to qualify for a 100% funding recommendation from ACCS, Insight at San Joaquin needs to meet the following criteria:

- 1) Line A. must equal or exceed 40 percent,
- 2) Line B. must equal or exceed 80 percent, AND
- 3) Line C. PTR (Pupil-Teacher Ratio) cannot exceed of 25:1

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2024-25 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	\$ 637,524	\$ (637,524)	\$ -
Technology Fees (7%)	\$ 343,282	\$ (241,924)	\$ 101,358
OLS - Curriculum & Development	\$ 627,430	\$ -	\$ 627,430
Instruction Materials	\$ 128,089	\$ -	\$ 128,089
Inst. Computers/Printers/Leasing	\$ 224,791	\$ -	\$ 224,791
Total Net K12, Inc.-Related Expenditures	\$ 1,961,116	\$ (879,448)	\$ 1,081,668

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 ADOPTED BUDGET**

Charter School Name: Insight @ San Joaquin
(continued) _____
CDS #: 39686270133116
Charter Approving Entity: New Jerusalem Elementary School District
County: San Joaquin
Charter #: 1762
Fiscal Year: 2024-25

To the entity that approved the charter school:
() 2024-25 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: June 14, 2024
Charter School Official
(Original signature required)
Print Name: Kimberly Odom Title: Head of School

To the County Superintendent of Schools:
() 2024-25 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: _____ Title: _____

For additional information on the Adopted Budget, please contact:

For Approving Entity:

Billy Wessell
Name
Chief Business Officer
Title
209-740-4699x1103
Phone
bwessell@njes.org
E-mail

For Charter School:

Francis "Paco" Burke
Name
Chief Business Official
Title
805.232.4142
Phone
fburke@caliva.org
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

County Representative

Date

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 ADOPTED BUDGET - SUMMARY**

Charter School Name: Insight @ San Joaquin
 (continued) _____
 CDS #: 39686270133116
 Charter Approving Entity: New Jerusalem Elementary School District
 County: San Joaquin
 Charter #: 1762
 Fiscal Year: 2024-25

Description	Object Code	2023-24 Estimated Actuals (X)	2024-25 Adopted Budget (Z)	Estimated Actuals vs. Adopted Budget Increase (Decrease)	
				\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	3,711,869	3,695,385	-16,484	-0.44%
2. Federal Revenues	8100-8299	315,911	336,094	20,183	6.39%
3. Other State Revenues	8300-8599	509,553	610,412	100,858	19.79%
4. Other Local Revenues	8600-8799	11,510	9,987	-1,523	-13.23%
5. TOTAL REVENUES		4,548,843	4,651,878	103,034	2.27%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	1,424,353	1,677,289	252,936	17.76%
2. Non-certificated Salaries	2000-2999	178,778	256,925	78,147	43.71%
3. Employee Benefits	3000-3999	473,977	610,470	136,494	28.80%
4. Books and Supplies	4000-4999	767,283	827,726	60,443	7.88%
5. Services and Other Operating Expenditures	5000-5999	1,696,496	1,265,951	-430,545	-25.38%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	7,956	13,516	5,559	69.88%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		4,548,843	4,651,878	103,034	2.27%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)					
		0	0	0	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)					
		0	0	0	
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	27,747	27,747	0	0%
b. Adjustments to Beginning Balance	9793, 9795	0	0	0	(100%)
c. Adjusted Beginning Balance		27,747	27,747		
2. Ending Fund Balance, June 30 (E + F.1.c.)		27,747	27,747		
Components of Ending Fund Balance :					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711	-	-	-	
Stores (equals object 9320)	9712	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	
All Others	9719	-	-	-	
b. Restricted					
	9740	-	-	-	
c. Committed					
Stabilization Arrangements	9750	-	-	-	
Other Commitments	9760	-	-	-	
d. Assigned					
Other Assignments	9780	-	-	-	
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	-	-	-	
Unassigned/Unappropriated Amount	9790	27,747	27,747	-	0%

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 Adopted Budget - Detail**

Charter School Name: Insight @ San Joaquin

(continued) _____

CDS #: 39686270133116

Charter Approving Entity: New Jerusalem Elementary School District

County: San Joaquin

Charter #: 1762

Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

Description	Object Code	2023-24 Estimated Actuals			2024-25 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	3,624,251	-	3,624,251	3,600,626	-	3,600,626
Education Protection Account State Aid - Current Year	8012	51,356	-	51,356	51,846	-	51,846
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-	-
Tax Relief Subventions	8020-8039	-	-	-	-	-	-
County and District Taxes	8040-8079	-	-	-	-	-	-
Miscellaneous Funds	8080-8089	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:							
PERS Reduction Transfer	8092	-	-	-	-	-	-
Charter Schools Funding in lieu of Property Taxes	8096	36,262	-	36,262	42,913	-	42,913
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		3,711,869	-	3,711,869	3,695,385	-	3,695,385
2. Federal Revenues							
No Child Left Behind	8290	-	75,891	75,891	-	95,943	95,943
Special Education - Federal	8181, 8182	-	31,411	31,411	-	37,541	37,541
Child Nutrition - Federal	8220	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	208,609	208,609	-	202,609	202,609
Total, Federal Revenues		-	315,911	315,911	-	336,094	336,094
3. Other State Revenues							
Special Education - State	StateRevSE	-	398,335	398,335	-	398,335	398,335
All Other State Revenues	StateRevAO	52,683	58,535	111,218	52,683	159,394	212,077
Total, Other State Revenues		52,683	456,870	509,553	52,683	557,728	610,412
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	11,510	-	11,510	9,987	-	9,987
Total, Local Revenues		11,510	-	11,510	9,987	-	9,987
5. TOTAL REVENUES							
		3,776,062	772,781	4,548,843	3,758,055	893,822	4,651,878
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	985,576	328,805	1,314,381	1,084,256	312,038	1,396,293
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	-	-	-	96,781	96,781	193,563
Other Certificated Salaries	1900	91,290	18,683	109,973	70,634	16,800	87,433
Total, Certificated Salaries		1,076,865	347,488	1,424,353	1,251,670	425,619	1,677,289
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-
Non-certificated Support Salaries	2200	67,947	110,831	178,778	97,648	159,277	256,925
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-
Total, Non-certificated Salaries		67,947	110,831	178,778	97,648	159,277	256,925
3. Employee Benefits							
STRS	3101-3102	205,681	66,370	272,051	239,069	81,293	320,362
PERS	3201-3202	18,128	29,570	47,698	26,414	43,085	69,498
OASDI / Medicare / Alternative	3301-3302	20,857	10,472	31,329	26,863	13,487	40,350
Health and Welfare Benefits	3401-3402	77,061	23,759	100,820	143,308	8,514	151,822
Unemployment Insurance	3501-3502	3,201	1,372	4,572	4,123	1,766	5,889
Workers' Compensation Insurance	3601-3602	12,255	5,251	17,507	15,785	6,763	22,548
OPEB, Allocated	3701-3702	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-
Total, Employee Benefits		337,183	136,793	473,977	455,561	154,909	610,470
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	698,126	13,000	711,126	772,038	14,376	786,415
Books and Other Reference Materials	4200	-	-	-	-	-	-
Materials and Supplies	4300	56,157	-	56,157	41,312	-	41,312
Noncapitalized Equipment	4400	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-
Total, Books and Supplies		754,283	13,000	767,283	813,350	14,376	827,726

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2024-25 Adopted Budget - Detail**

Charter School Name: Insight @ San Joaquin
(continued) _____
CDS #: 39686270133116
Charter Approving Entity: New Jerusalem Elementary School District
County: San Joaquin
Charter #: 1762
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

Description	Object Code	2023-24 Estimated Actuals			2024-25 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	-	320,681	320,681	-	322,406	322,406
Travel and Conferences	5200	18,306	63,320	81,626	69,926	241,877	311,803
Dues and Memberships	5300	15,240	4,321	19,561	7,913	2,244	10,157
Insurance	5400	15,580	-	15,580	16,451	-	16,451
Operations and Housekeeping Services	5500	2,246	-	2,246	2,629	-	2,629
Rentals, Leases, Repairs, and Noncap. Improvements	5600	213,052	-	213,052	235,634	-	235,634
Transfers of Direct Costs	5700	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	1,011,558	866	1,012,425	319,623	274	319,897
Communications	5900	30,290	1,035	31,325	45,422	1,552	46,974
Total, Services and Other Operating Expenditures		1,306,272	390,224	1,696,496	697,599	568,353	1,265,951
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
Land and Land Improvements	6100-6170	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	7,956	-	7,956	13,516	-	13,516
Total, Capital Outlay		7,956	-	7,956	13,516	-	13,516
7. Other Outgo							
Tuition to Other Schools	7110-7143	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-
Debt Service:							
Interest	7438	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-
8. TOTAL EXPENDITURES		3,550,507	998,336	4,548,843	3,329,344	1,322,534	4,651,878
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (AS-88)		225,555	(225,555)	-	428,712	(428,712)	(0)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(164,031)	164,031	-	(428,712)	428,712	-
4. TOTAL OTHER FINANCING SOURCES / USES		(164,031)	164,031	-	(428,712)	428,712	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		61,524	(61,524)	-	-	-	(0)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	27,747	-	27,747	27,747	-	27,747
b. Adjustments to Beginning Balance	9793, 9795	(61,524)	61,524	(0)	-	-	-
c. Adjusted Beginning Balance		(33,777)	61,524	27,747	27,747	-	27,747
2. Ending Fund Balance, June 30 (E + F.1.c.)		27,747	-	27,747	27,747	-	27,747
Components of Ending Fund Balance :							
a. Nonspendable							
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-	-
c. Committed							
Stabilization Arrangements	9750	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-
d. Assigned							
Other Assignments	9780	-	-	-	-	-	-
e. Unassigned/Unappropriated							
Reserve for Economic Uncertainties	9789	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	27,747	-	27,747	27,747	-	27,747



Insight at San Joaquin

Fiscal Year 2024-25 Preliminary Budget

Multi-Year Projection Assumptions			
Factor	FY 2024-25 (Y1)	FY 2025-26 (Y2)	FY 2026-27 (Y3)
Estimated Enrollment	261	264	266
Estimated # Unduplicated Pupils	196	194	199
Estimated P2 ADA	259	262	264
Average Daily Attendance Growth Rate ¹	1.0%	1.0%	1.0%
Special Education	1.0%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.54%	3.02%	2.64%
Statutory Cost-of-Living Allowance (COLA)	1.07%	2.93%	3.08%
Base Grant Proration Factor	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%
Effective Incr (Decr) Local Control Funding Formula (LCFF) Funding Rate per ADA ²	-1.38%	3.33%	3.09%
Estimated Certificated FTEs	19.4	19.6	19.8
% Increase (Decrease) Certificated FTEs	13.42%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	3.82%	2.38%	2.90%
Salaries (Min Wage Schedule)	3.13%	2.35%	2.87%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	3.9	3.9	3.9
% Increase (Decrease) Classified FTEs	17.12%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	22.71%	3.02%	2.64%
CalPERS Employer Rate (statutory)	27.05%	27.60%	28.00%
Other State Revenues: Lottery	\$ 54,745	\$ 56,398	\$ 57,887
Other State Revenues: Mandated Block Grant	\$ 14,100	\$ 14,513	\$ 14,960
Other State Revenues: A-G Completion	\$ -	\$ -	\$ -
Other State Revenues: Arts, Music, Instr Materials Block Grant	\$ -	\$ -	\$ -
Other State Revenues: Educator Effectiveness	\$ 38,717	\$ 39,852	\$ 41,079
Other State Revenues: Learning Recovery Emergency Block Grant	\$ 104,515	\$ 107,577	\$ 110,891
Other Federal Revenues: ESSA CSI	\$ 114,460	\$ 117,917	\$ 121,030
Other Federal Revenues: ESSER I, II, III	\$ 88,149	\$ -	\$ -

¹ FY 2024-25 growth rate based on FY 2023-24 P2 ADA

² Based on FCMAT Local Control Funding Formula calculator (includes COLA & Grade Span Adjustments).

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Adopted Budget**

Charter School Name: Insight @ San Joaquin

(continued) _____

CDS #: 39686270133116

Charter Approving Entity: New Jerusalem Elementary School Distric

County: San Joaquin

Charter #: 1762

Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25			2025-26 Projections	2026-27 Projections
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,600,626	0	3,600,626	3,761,655	3,920,094
Education Protection Account State Aid - Current Year	8012	51,846	0	51,846	52,364	52,888
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0	0	0	0	0
State Aid - Prior Years	8019	0	0	0	0	0
Tax Relief Subventions	8020-8039	0	0	0	0	0
County and District Taxes	8040-8079	0	0	0	0	0
Miscellaneous Funds	8080-8089	0	0	0	0	0
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0	0	0	0	0
Charter Schools Funding in lieu of Property Taxes	8096	42,913	0	42,913	42,630	42,763
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		3,695,385	0	3,695,385	3,856,649	4,015,745
2. Federal Revenues						
No Child Left Behind	8290	0	95,943	95,943	98,841	101,450
Special Education - Federal	8181, 8182	0	37,541	37,541	37,917	38,296
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	202,609	202,609	0	0
Total, Federal Revenues		0	336,094	336,094	136,757	139,746
3. Other State Revenues						
Special Education - State	StateRevSE	0	398,335	398,335	402,318	406,341
All Other State Revenues	StateRevAO	52,683	159,394	212,077	218,340	224,817
Total, Other State Revenues		52,683	557,728	610,412	620,658	631,158
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	9,987	0	9,987	0	0
Total, Local Revenues		9,987	0	9,987	0	0
5. TOTAL REVENUES						
		3,758,055	893,822	4,651,878	4,614,064	4,786,648
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,084,256	312,038	1,396,293	1,444,129	1,503,000
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	96,781	96,781	193,563	199,408	204,672
Other Certificated Salaries	1900	70,634	16,800	87,433	90,074	92,452
Total, Certificated Salaries		1,251,670	425,619	1,677,289	1,733,611	1,800,124
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	97,648	159,277	256,925	264,684	271,672
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		97,648	159,277	256,925	264,684	271,672
3. Employee Benefits						
STRS	3101-3102	239,069	81,293	320,362	331,120	343,824
PERS	3201-3202	26,414	43,085	69,498	73,053	76,068
OASDI / Medicare / Alternative	3301-3302	26,863	13,487	40,350	40,843	41,850
Health and Welfare Benefits	3401-3402	143,308	8,514	151,822	144,128	141,917
Unemployment Insurance	3501-3502	4,123	1,766	5,889	5,961	6,108
Workers' Compensation Insurance	3601-3602	15,785	6,763	22,548	22,824	23,386
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		455,561	154,909	610,470	617,928	633,152

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Adopted Budget**

Charter School Name: Insight @ San Joaquin
(continued) _____
CDS #: 39686270133116
Charter Approving Entity: New Jerusalem Elementary School District
County: San Joaquin
Charter #: 1762
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2024-25			2025-26 Projections	2026-27 Projections
		Unrestricted	Restricted	Total		
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	772,038	14,376	786,415	754,316	802,708
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	41,312	0	41,312	42,559	43,683
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		813,350	14,376	827,726	796,875	846,391
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	322,406	322,406	332,143	340,911
Travel and Conferences	5200	69,926	241,877	311,803	321,219	329,699
Dues and Memberships	5300	7,913	2,244	10,157	3,631	3,727
Insurance	5400	16,451	0	16,451	16,948	17,396
Operations and Housekeeping Services	5500	2,629	0	2,629	2,709	2,780
Rentals, Leases, Repairs, and Noncap. Improvements	5600	235,634	0	235,634	242,548	249,969
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	319,623	274	319,897	219,453	226,865
Communications	5900	45,422	1,552	46,974	48,393	49,671
Total, Services and Other Operating Expenditures		697,599	568,353	1,265,951	1,187,042.70	1,221,017.98
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	13,516	0	13,516	13,924	14,291
Total, Capital Outlay		13,516	0	13,516	13,924	14,291
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		3,329,344	1,322,534	4,651,878	4,614,064	4,786,648
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		428,712	(428,712)	0	0	0
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0		
2. Less: Other Uses	7630-7699	0	0	0		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(428,712)	428,712	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(428,712)	428,712	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	0	0

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2024-25 Adopted Budget**

Charter School Name: Insight @ San Joaquin

(continued) _____

CDS #: 39686270133116

Charter Approving Entity: New Jerusalem Elementary School District

County: San Joaquin

Charter #: 1762

Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2024-25			2025-26 Projections	2026-27 Projections
		Unrestricted	Restricted	Total		
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	27,747	0	27,747	27,747	27,747
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		27,747	0	27,747	27,747	27,747
2. Ending Fund Balance, June 30 (E + F.1.c.)		27,747	0	27,747	27,747	27,747
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c. Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d. Assigned						
Other Assignments	9780	0	0	0	0	0
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	27,747	0	27,747	27,747	27,747



Insight at San Joaquin
Fiscal Year 2024-25
Preliminary Budget
Cash Flow Worksheet

Object	Forecast Cash Flow												Total	
	July	August	September	October	November	December	January	February	March	April	May	June		Accruals
A. BEGINNING CASH	1,422,293	1,217,892	1,252,731	1,264,587	1,228,363	1,263,202	1,275,058	1,238,894	1,273,672	1,285,528	1,249,305	1,284,143		
B. RECEIPTS														
Local Control Funding Formula														
Property Tax	0	3,862	3,862	3,862	3,862	3,862	3,862	3,862	3,862	3,862	3,862	4,291	0	42,913
Net State Aid	0	324,056	324,056	324,056	324,056	324,056	324,056	324,056	324,056	324,056	324,056	360,063	0	3,600,626
EPA	12,962	0	0	12,962	0	0	12,962	0	0	12,962	0	0	0	51,846
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8080-8099	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8100-8299	0	84,023	0	0	84,023	0	0	84,023	0	0	84,023	0	0	336,094
8300-8599	30,521	30,521	91,562	30,521	30,521	91,562	30,521	30,521	91,562	30,521	30,521	91,562	0	610,412
Other State Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Local Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8910-8929	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8931-8979	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	43,482	442,463	419,480	371,401	442,463	419,480	371,401	442,463	419,480	371,401	442,463	465,903	0	4,651,878
C. DISBURSEMENTS														
1000-1999	0	159,742	159,742	159,742	159,742	159,742	159,742	159,742	159,742	159,742	159,742	79,871	0	1,677,289
Certified Salaries	0	159,742	159,742	159,742	159,742	159,742	159,742	159,742	159,742	159,742	159,742	79,871	0	1,677,289
2000-2999	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	0	256,925
Classified Salaries	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	21,410	0	256,925
3000-3999	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	0	610,470
Employee Benefits	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	50,873	0	610,470
4000-5999	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	0	2,093,678
Supplies and Services	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	174,473	0	2,093,678
6000-6599	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	0	13,516
Capital Outlays	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	1,126	0	13,516
7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7600-7629	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7630-7699	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/non Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS	247,882	407,624	327,753	0	4,651,878									
D. PRIOR YEAR TRANSACTIONS														
Accounts Receivable														
Accounts Payable														
TOTAL PRIOR YEAR TRANSACTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E. NET INCREASE/DECREASE (B - C + D)	(204,400)	34,838	11,856	(36,224)	34,838	11,856	(36,224)	34,838	11,856	(36,224)	34,838	138,150	0	0
F. ENDING CASH (A + E)	1,217,892	1,252,731	1,264,587	1,228,363	1,263,202	1,275,058	1,238,834	1,273,672	1,285,528	1,249,305	1,284,143	1,422,293		
G. ENDING CASH, PLUS ACCRUALS														1,422,293

Insight @ San Joaquin (133116) - FY24-25 Adopted Budget						
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
General Assumptions						
COLA & Augmentation	5.07%	13.26%	8.22%	1.07%	2.93%	3.08%
Base Grant Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	-	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:						
Enrollment Count	202	188	261	261	264	266
Unduplicated Pupil Count (UPC)	129	122	194	196	194	199
Unduplicated Pupil Percentage (UPP)	61.75%	64.46%	68.36%	72.04%	74.27%	74.35%
Current Year LCFF Average Daily Attendance (ADA)	180.22	185.12	256.78	259.23	261.82	264.44
Funded LCFF ADA	180.22	185.12	256.78	259.23	261.82	264.44
LCFF ADA Funding Method	Current Yr					
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
NSS ADA Funding Method(s)	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	\$1,766,516	\$2,055,202	\$3,085,212	\$3,148,089	\$3,272,779	\$3,407,316
Grade Span Adjustment	45,957	53,500	80,115	81,917	85,092	88,588
Adjusted Base Grant	\$1,812,473	\$2,108,702	\$3,165,327	\$3,230,006	\$3,357,871	\$3,495,904
Supplemental Grant	223,840	271,854	432,764	465,379	498,778	519,841
Concentration Grant	79,522	129,664	113,778	-	-	-
Total Base, Supplemental and Concentration Grant	\$2,115,835	\$2,510,220	\$3,711,869	\$3,695,385	\$3,856,649	\$4,015,745
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-
Total Allowance and Add-On Amounts	\$-	\$-	\$-	\$-	\$-	\$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$2,115,835	\$2,510,220	\$3,711,869	\$3,695,385	\$3,856,649	\$4,015,745
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 2,115,835	\$ 2,510,220	\$ 3,711,869	\$ 3,695,385	\$ 3,856,649	\$ 4,015,745
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 11,740	\$ 13,560	\$ 14,455	\$ 14,255	\$ 14,730	\$ 15,186
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	2,115,835	2,510,220	3,711,869	3,695,385	3,856,649	4,015,745
LCFF Sources Summary						
Funding Source Summary						
Local Revenue (net of In-Lieu of Property Taxes)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 36,044	\$ 37,024	\$ 51,356	\$ 51,846	\$ 52,364	\$ 52,888
Net State Aid (excludes Additional State Aid)	\$ 2,079,791	\$ 2,473,196	\$ 3,660,513	\$ 3,643,539	\$ 3,804,285	\$ 3,962,857
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 2,115,835	\$ 2,510,220	\$ 3,711,869	\$ 3,695,385	\$ 3,856,649	\$ 4,015,745
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	\$ 2,052,125	\$ 2,445,322	\$ 3,624,251	\$ 3,600,626	\$ 3,761,655	\$ 3,920,094
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 36,044	\$ 37,024	\$ 51,356	\$ 51,846	\$ 52,364	\$ 52,888
(P-2 plus Current Year Accrual)	-	-	-	-	-	-
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ -	\$ 8	\$ 44	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)	-	-	-	-	-	-
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-Lieu of Property Taxes (Object Code 8096)	27,666	27,874	36,262	42,913	42,630	42,763
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 2,115,835	\$ 2,510,220	\$ 3,711,869	\$ 3,695,385	\$ 3,856,649	\$ 4,015,745
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 2,115,835	\$ 2,510,220	\$ 3,711,869	\$ 3,695,385	\$ 3,856,649	\$ 4,015,745
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (Excludes add-ons for TIIG & Transportation)				\$ 3,230,006	\$ 3,357,871	\$ 3,495,904
Supplemental and Concentration Grant funding in the LCAP year				\$ 465,379	\$ 498,778	\$ 519,841
Projected Additional 15% Concentration Grant funding in the LCAP year				\$ -	\$ -	\$ -
Percentage to Increase or Improve Services				14.41%	14.85%	14.87%

**TO: INSIGHT AT SAN JOAQUIN
GOVERNING BOARD**

APPROVED

BOARD REPORT # 04

VIA: INSIGHT STAFF

June 14, 2024

SUBJECT: The ratification of disbursements made by Insight at San Joaquin from February 2024 through April 2024.

PROPOSAL:

It is proposed that the Governing Board of Insight at San Joaquin ratify the disbursements made by the school from February 2024 through April 2024.

BACKGROUND:

On a monthly basis, Insight at San Joaquin has been sending the board president a payment listing of all disbursements made each month, whether by check, or electronic payment processing, on behalf of the school. The monthly listing includes each payment date, reason for payment, account coding and amount. This board report presents the disbursements from February 2024 through April 2024.

BUDGET IMPLICATIONS:

The total disbursements for the months of February, March, and April were \$284,445, \$934,800, and \$139,768, respectively.

RECOMMENDATIONS:

It is recommended that the Governing Board ratify the disbursements made by Insight at San Joaquin from February 2024 through April 2024.

RESPECTFULLY SUBMITTED

Kimberly Odom

Head of School

PREPARED BY:

Kimberly Odom
Head of School

Dustin Kepler
Accounts Payable Specialist

PRESENTED BY:

Kimberly Odom
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 2

No: 0

Abstain: 1

Approved: Yes Witnessed: Casey Robinson Date: 6/14/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Fred Vallergera				X		
Bill Bushman	X					X
Deanna Vallergera	X				X	
Jason Jones			X			

**Insight School at San Joaquin
Board Disbursements A/P Payment History
February 01, 2024 - February 29, 2024**

Vendor	Description	Total
California Virtual Academy@ISCA	Intercompany Settlement	79,772.00
Insight @ San Diego	Intercompany Settlement	49,638.00
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	45,729.46
Insperty	PEO - Payroll Services and HR Admin Services provider	31,461.81
California Virtual Academy @ Sutter	Intercompany Settlement	30,241.00
Northern California Preparatory School	Special Education Contracted Services	15,198.00
San Joaquin County of Education	STRS EE/ER Contribution	8,651.48
East Valley Education Center, Inc	Special Education Contracted Services	7,015.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	2,820.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	2,343.94
Effectual Educational Consulting Service	Special Education Services	2,171.25
Rids Brother Company Inc	Transportation Services	2,040.00
State Board of Equalization	Sales Tax	1,000.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	965.00
California Virtual Academy @ Jamestown	Intercompany Settlement	800.78
E-Therapy LLC	Special Education Contracted Services	771.83
Anchor Counseling & Education Solutions	Special Education Contracted Services	516.25
Grace Speech Therapy Corp.	SLP IEP Attendance	450.00
California Teachers Association	Union Dues	420.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	390.00
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	377.50
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	337.50
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	330.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	291.25
Specialized Therapy Services Inc	Special Education Contracted Services	260.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	252.50
TinyEYE Technology Corporation	Special Education Contracted Services	140.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	60.00
Grand Total		284,444.55

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1743 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	02/15/2024	INV-06662		(146.25)
	Bill	02/15/2024	INV-06673		(35.00)
	Bill Payment	02/15/2024	1743		181.25
Bill Payment #1731 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	02/08/2024	INV-06616		(187.50)
	Bill	02/08/2024	INV-06631		(112.50)
	Bill	02/08/2024	INV-06643		(35.00)
	Bill Payment	02/08/2024	1731		335.00
					0.00
Bill Payment #1732 - California Teachers Association(Insight@San Joaquin)	Bill	02/08/2024	Union Dues - 012024		(420.00)
	Bill Payment	02/08/2024	1732		420.00
					0.00
Bill Payment #1758 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	02/23/2024	INV-07640		(1,170.00)
	Bill Payment	02/27/2024	1758		1,170.00
Bill Payment #1748 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	02/15/2024	INV-07579		(181.25)
	Bill	02/15/2024	INV-07606		(30.00)
	Bill Payment	02/15/2024	1748		211.25
Bill Payment #1736 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	02/08/2024	INV-07535		(50.00)
	Bill	02/08/2024	INV-07570		(740.00)
	Bill Payment	02/08/2024	1736		790.00
					0.00
Bill Payment #ACH 02.21.2024 - K12 MANAGEMENT INC	Bill	07/20/2023	ISSJ - INV-003-11092 - Jun 23 - SS&T	ISSJ - INV-003-11092 - Jun 23 - SS&T	(34,863.69)
	Bill	08/21/2023	ISSJ - INV-003-11437 - Aug 23 - COM	ISSJ - INV-003-11437 - Aug 23 - COM	(10,865.77)
	Bill Payment	02/21/2024	ACH 02.21.2024	FEB 2024 K12/Stride Payment	45,729.46
					0.00
Bill Payment #ACH 02.09.2024 & 02.23.2024 - Insuperity(Insight@San Joaquin)	Bill	02/27/2024	ISJ_FEB'24 PYRL	ISJ_FEB 2024 Var. PYRL Invs	(31,461.81)
	Bill Payment	02/27/2024	ACH 02.09.2024 & 02.23.2024	ISJ_FEB 2024 Var. PYRL Invs	31,461.81
					0.00
Bill Payment #1741 - PrentGraf Ltd dba TalkPath Live(Insight @ San Joaquin)	Bill	02/08/2024	INV-00771		(291.25)
	Bill Payment	02/08/2024	1741		291.25
					0.00
Bill Payment #ACH 02.15.2024 - State Board of Equalization(Insight@San Joaquin)	Bill	01/28/2024	ISJ_JAN'24 Use Tax	ISJ_Matrls/Comptr Use Tax_JAN 2024	(982.70)
	Bill	02/15/2024	ISJ_Corr. JAN'24 Adj. Use Tax	ISJ_Corr. Matrls/Comptr Use Tax_JAN 2024 Adj.	(17.30)
	Bill Payment	02/15/2024	ACH 02.15.2024	ISJ_Corr. Matrls/Comptr Use Tax_JAN 2024 & Adj.	1,000.00
Bill Credit #ISJ_JAN'24 Adj. Use Tax_Incorrect Amount - State Board of Equalization(Insight@San Joaquin)	Bill	02/15/2024	ISJ_JAN'24 Adj. Use Tax	ISJ_Matrls/Comptr Use Tax_JAN 2024 Adj.	140.94
	Bill Credit	02/15/2024	ISJ_JAN'24 Adj. Use Tax_Incorrect Amount	ISJ_Matrls/Comptr Use Tax_JAN 2024 Adj_Incorrect Amount	(140.94)
Amount Unapplied - Bill Payment #ACH 02.15.2024 - State Board of Equalization(Insight@San Joaquin)					(0.00)
					(0.00)
Bill Payment #1762 - Specialized Therapy Services Inc(Insight @ San Joaquin)	Bill	02/23/2024	INV-01169		(260.00)
	Bill Payment	02/27/2024	1762		260.00
					0.00
Bill Payment #1746 - E-Therapy LLC(Insight@San Joaquin)	Bill	02/15/2024	INV-07223		(116.00)
	Bill	02/15/2024	INV-07235		(244.33)
	Bill Payment	02/15/2024	1746		360.33
Bill Payment #1735 - E-Therapy LLC(Insight@San Joaquin)	Bill	02/08/2024	INV-07186		(163.00)
	Bill	02/08/2024	INV-07211		(201.82)
	Bill	02/08/2024	INV-07220		(46.68)
	Bill Payment	02/08/2024	1735		411.50
					0.00
Bill Payment #1744 - Axis Teletherapy(Insight @ San Joaquin)	Bill	02/15/2024	INV-00300		(800.00)
	Bill	02/15/2024	INV-00301		(850.00)
	Bill	02/15/2024	INV-00240		(186.44)
	Bill	02/15/2024	INV-00302		(507.50)
	Bill Payment	02/15/2024	1744		2,343.94
					0.00
Bill Payment #1756 - Christy Bock dba Cornerstone Educational Solutions(Insight @ San Joaquin)	Bill	02/23/2024	INV-00365		(2,500.00)
	Bill Payment	02/27/2024	1756		2,500.00

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1733 - Christy Bock dba Cornerstone Educational Solutions(Insight @ San Joaquin)	Bill	02/08/2024	INV-00351		(320.00)
	Bill Payment	02/08/2024	1733		320.00
					0.00
Bill Payment #1763 - TheraStaffers(Insight @ San Joaquin)	Bill	02/23/2024	INV-00429		(240.00)
	Bill Payment	02/27/2024	1763		240.00
					(150.00)
Bill Payment #1742 - TheraStaffers(Insight @ San Joaquin)	Bill	02/08/2024	INV-00415		150.00
	Bill Payment	02/08/2024	1742		0.00
					(115.00)
Bill Payment #1757 - Communicology, Inc., DBA Connect Teletherapy(Insight @ San Joaquin)	Bill	02/23/2024	INV-01165		115.00
	Bill Payment	02/27/2024	1757		115.00
					(210.00)
Bill Payment #1734 - Communicology, Inc., DBA Connect Teletherapy(Insight @ San Joaquin)	Bill	02/08/2024	INV-01117		(52.50)
	Bill	02/08/2024	INV-01134		262.50
	Bill Payment	02/08/2024	1734		0.00
					(110.00)
Bill Payment #1760 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	02/23/2024	INV-06028		110.00
	Bill Payment	02/27/2024	1760		(55.00)
					55.00
					(110.00)
Bill Payment #1749 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	02/15/2024	INV-05985		55.00
	Bill Payment	02/15/2024	1749		55.00
					(55.00)
Bill Payment #1739 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	02/08/2024	INV-05900		165.00
	Bill	02/08/2024	INV-05946		0.00
	Bill Payment	02/08/2024	1739		0.00
					(252.50)
Bill Payment #1751 - PresenceLearning, Inc.(Insight @ San Joaquin)	Bill	02/15/2024	INV-08495		252.50
	Bill Payment	02/15/2024	1751		0.00
					(60.00)
Bill Payment #1755 - Chase Boyle dba Snow Counseling(Insight @ San Joaquin)	Bill	02/23/2024	INV-00179		60.00
	Bill Payment	02/27/2024	1755		0.00
					(8,651.48)
Bill Payment #1765 - SAN JOAQUIN COUNTY OF EDUCATION	Bill	02/27/2024	ISJ_FEB 2024 STRS EE/ER Contrib	ISJ_FEB 2024 STRS EE/ER Contrib	8,651.48
	Bill Payment	02/27/2024	1765	ISJ_FEB 2024 STRS EE/ER Contrib	0.00
					(7,015.00)
Bill Payment #1747 - East Valley Education Center, Inc(Insight @ San Joaquin)	Bill	02/15/2024	14876-3249A		7,015.00
	Bill Payment	02/15/2024	1747		0.00
					(2,040.00)
Bill Payment #1761 - Rids Brother Company Inc(Insight @ San Joaquin)	Bill	02/23/2024	1401		2,040.00
	Bill Payment	02/27/2024	1761		0.00
					(140.00)
Bill Payment #1764 - TinyEYE Technology Corporation(Insight @ San Joaquin)	Bill	02/23/2024	INV-00510		140.00
	Bill Payment	02/27/2024	1764		0.00
					(79,772.00)
Bill Payment #1752 - California Virtual Academy@ISCA(Insight@San Joaquin)	Bill	02/20/2024	ISJ_Interco FEB'24_ISCA	Intercompany Settlement FEB 2024	79,772.00
	Bill Payment	02/21/2024	1752	Intercompany Settlement FEB 2024	0.00
					(49,638.00)
Bill Payment #1753 - Insight @ San Diego(Insight@San Joaquin)	Bill	02/20/2024	ISJ_Interco FEB'24_ISSD	Intercompany Settlement FEB 2024	49,638.00
	Bill Payment	02/21/2024	1753	Intercompany Settlement FEB 2024	0.00
					(965.00)
Bill Payment #1737 - El Paseo Children's Center, Inc.(Insight @ San Joaquin)	Bill	02/08/2024	INV-00905		965.00
	Bill Payment	02/08/2024	1737		0.00
					(120.00)
Bill Payment #1759 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	02/23/2024	INV-00566		120.00
	Bill Payment	02/27/2024	1759		(330.00)
					330.00
Bill Payment #1738 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	02/08/2024	INV-00512		330.00
	Bill Payment	02/08/2024	1738		0.00

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements A/P Payment History by Vendor
February 01, 2024 - February 29, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1740 - Point Quest Pediatric Therapies, LLC(Insight @ San Joaquin)	Bill	02/08/2024	INV-00143		(135.00)
	Bill	02/08/2024	INV-00153		(202.50)
	Bill Payment	02/08/2024	1740		337.50
					0.00
Bill Payment #1745 - California Virtual Academy @ Jamestown(Insight@San Joaquin)	Bill	02/15/2024	020624 Intercompany		(800.78)
	Bill Payment	02/15/2024	1745		800.78
					0.00
Bill Payment #1750 - Northern California Preparatory School(Insight @ San Joaquin)	Bill	02/15/2024	NCPSS537		(3,900.00)
	Bill	02/15/2024	NCPSS554		(1,908.00)
	Bill	02/15/2024	NCPSS571		(6,300.00)
	Bill	02/15/2024	NCPSS589		(3,090.00)
	Bill Payment	02/15/2024	1750		15,198.00
					0.00
Bill Payment #1754 - California Virtual Academy @ Sutter(Insight@San Joaquin)	Bill	02/20/2024	iSJ_Interco FEB'24_SU	Intercompany Settlement FEB 2024	(30,241.00)
	Bill Payment	02/21/2024	1754	Intercompany Settlement FEB 2024	30,241.00
					0.00
					0.00
Total					284,444.55

Transaction Summary Insight at San Joaquin

Vendor	Amount
Law Offices of Young, Minney & Corr, LLP	1,120.32
Barrington Staffing Services	402.64
ULINE	345.43
San Diego County Office of Education	331.21
AppleOne Employment Services	117.40
Bill.com	110.38
FusionPlus Inc	88.58
Apple Inc.	67.36
UPS	56.82
Effectual Educational Consulting Service	55.48
Pitney Bowes Bank Inc Purchase Power	41.42
The Back Room Inc	40.63
Certified Languages International	39.75
Supreme Facility Services, Inc.	38.86
Amazon	38.29
DataBasics, Inc.	38.21
Southern California Edison	33.72
De Lage Landen Financial Services Inc.	32.06
AT&T Mobility	28.27
Comm-Core	23.54
Staples	22.05
Quill Corporation	21.88
City of Simi Valley	14.93
Verizon Wireless	10.13
Carmen Gomez Ruiz	7.09
Integration Inc.	6.27
Vortex Industries LLC	6.27
EZ Cater - Jersey Mike's	5.78
WPS	5.67
Waste Management	4.96
ADT Commercial	4.66
Wayfair	4.43
Sparkletts	3.33
School Services of California, Inc.	2.95
Western Exterminator Company	2.95
Paper Recycling & Shredding	2.55
Smart & Final	2.43
Pitney Bowes Global Financial Services	1.92
Successories	1.72
Doctors Wellness Company LLC dba WellnessMart MD	1.67
Krispy Kreme Doughnuts	1.28
The Home Depot	1.27

Transaction Summary
Insight at San Joaquin

Vendor	Amount
Grand Total	3,186.53

Transaction Details
Insight San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LSJ
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 2099	January	600.00	7.09
	Operations and Housekeeping Services Total					600.00	7.09
Carmen Gomez Ruiz Total						600.00	7.09
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 565023 LLC 566087	January (1/18) February (2/01)	108.00	1.28
	Office Expense Total					108.00	1.28
Paper Recycling & Shredding Total						108.00	1.28
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General 280 SPED	LLC 000073Y68E044 LLC 000073Y68E054 LLC 000073Y68E064 LLC 0000V9159W044 LLC 0000V9159W054 LLC 0000V9159W064	January (1/27) February (2/03) February (2/10) January (1/27) February (2/03) February (2/10)	1,203.04 1,036.47 953.04 420.81 325.64 320.09	14.21 12.24 11.26 7.54 5.84 5.74
	Shipping Total					4,259.09	56.82
UPS Total						4,259.09	56.82
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6841422-0283-8 LLC 6841440-0283-0	February February	167.38	1.98
	Operations and Housekeeping Services Total					253.00	2.99
Waste Management Total						420.38	4.96
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General 280 SPED 280 SPED	LLC 43335 LLC 43353 LLC 43370 LLC 43389 LLC 43407 LLC 43335 LLC 43353 LLC 43370 LLC 43407 LLC 43389	January (1/21) January (1/28) February (2/04) February (2/11) February (2/18) January (1/21) January (1/28) February (2/04) February (2/18) February (2/11)	5,007.61 5,222.10 5,078.18 5,463.60 975.68 732.67 1,219.60 2,058.08 1,220.51	59.14 61.67 59.97 64.53 17.49 13.13 21.86 36.90 21.88
	Outside Service Total					30,878.25	402.64
Barrington Staffing Services Total						30,878.25	402.64
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1007	February	7,500.00	88.58
	Outside Service-General Total					7,500.00	88.58
FusionPlus Inc Total						7,500.00	88.58
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General 280 SPED 101 General	LLC 8605 LLC 8907 LLC 8907	January January January	2,345.00 6,190.00 11,917.50	0.00 0.00 1,120.32
	Legal Fees Total					11,917.50	1,120.32
Law Offices of Young, Minney & Corr, LLP Total						11,917.50	1,120.32
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 021824	January	281.78	3.33
	Office Expense Total					281.78	3.33
Sparkletts Total						281.78	3.33
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp-ELD Services	LLC T-930650069	January	5,738.49	0.00
	Outside Service-General Total					5,738.49	0.00
Document Tracking Services Total						5,738.49	0.00
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9955789567	January	857.41	10.13
	Telephone - Administration Total					857.41	10.13
Verizon Wireless Total						857.41	10.13
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp-ELD Services	LLC 74586013124	January (1/31)	2,192.25	39.75
	Outside Service-General Total					2,192.25	39.75
Certified Languages International Total						2,192.25	39.75
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1083916	February	1,993.19	23.54
	Communications Total					1,993.19	23.54
Comm-Core Total						1,993.19	23.54
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3775	February	3,290.00	38.86
	Operations and Housekeeping Services Total					3,290.00	38.86
Supreme Facility Services, Inc. Total						3,290.00	38.86
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-3037297-1405032 111-5251132-1533010 111-2171042-5121012 111-0945489-7149033 111-5828126-5198623 111-5490044-1396216 111-4914206-8549816 111-9281880-6848243 111-1354701-7781484 111-1224835-5461805 111-8421595-2074643 111-2208569-2330652 111-4848837-2001005 111-7218437-7581002 111-2293518-1419409 111-1082848-5212267 111-3472083-3279431 111-6894437-4227425 111-2732904-6542668 111-8562540-6853042 111-1687020-6327454 111-7097070-2347418	February February	428.56 450.37 67.91 129.15 24.63 428.56 27.04 36.39 14.98 17.68 85.78 23.12 141.46 193.92 10.61 21.00 84.77 428.56 209.30 95.33 141.46	5.06 5.32 0.80 1.53 0.29 5.06 0.32 0.43 0.18 0.21 1.01 0.27 1.67 2.29 0.13 0.25 1.00 5.06 2.47 1.13 1.67
	Office Expense Total					3,242.07	38.29
Amazon Total						3,242.07	38.29
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 36542478 LLC 37035343 LLC 373137843 LLC 37139184	January (1/08) February (2/03) February (2/08) February (2/08)	672.84 722.74 110.72 390.59	7.41 8.54 1.31 4.62
	Office Expense Total					1,852.29	21.88
Quill Corporation Total						1,852.29	21.88
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 012824 LLC 2382537800	February February	645.00 1,748.36	7.62 20.65
	Communications Total					2,393.36	28.27
AT&T Mobility Total						2,393.36	28.27
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-2561	January (1/31)	3,440.00	40.63
	Outside Service-General Total					3,440.00	40.63

Transaction Details
Insight San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SJ
The Back Room Inc Total						3,440.00	40.63
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6801021 LLC 01-6807387 LLC 01-6811622 LLC 01-6816786 LLC 01-6816787	January (1/20) January (1/27) February (2/03) February (2/10) February (2/10)	2,149.07 2,132.30 2,147.40 826.97 2,684.87	25.38 25.18 25.36 9.77 31.71
Outside Service Total						9,940.61	117.40
AppleOne Employment Services Total						9,940.61	117.40
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC CVA20240131	January	141.00	1.67
Doctors Wellness Company LLC dba WellnessMart MD Total						141.00	1.67
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 56398525	January (1/27)	249.60	2.95
Western Exterminator Company Total						249.60	2.95
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24026086226	February	1,381.00	110.38
Bill.com Total						1,381.00	110.38
ADT Commercial	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 153840016	March	394.23	4.66
ADT Commercial Total						394.23	4.66
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 020924	January	2,855.43	33.72
Southern California Edison Total						2,855.43	33.72
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 11921	December	5,460.00	55.48
Effectual Educational Consulting Service Total						5,460.00	55.48
School Services of California, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0140699-IN	February	250.00	2.95
School Services of California, Inc. Total						250.00	2.95
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 173509305 LLC 173971493 LLC 173971494 LLC 174456816 LLC 174524807	January (1/23) February (2/02) February (2/02) February (2/15) February (2/16)	8,466.74 10,279.91 507.94 9,605.80 29,248.37	99.99 121.41 6.00 113.45 345.43
ULINE Total						29,248.37	345.43
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 021624	January	3,506.97	41.42
Pitney Bowes Bank Inc Purchase Power Total						3,506.97	41.42
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Student Training 620 Title II	LLC 5293102 LLC 5292886	January (1/26) January (1/24)	9,200.00 13,980.00	0.00 0.00
Solution Tree Total						13,980.00	0.00
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	2082024	February	205.76	2.43
Smart & Final Total						205.76	2.43
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 81967016	February	2,714.71	32.06
De Lage Landen Financial Services Inc. Total						2,714.71	32.06
Staples	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3559133897 LLC 3559133898 LLC 3559383190	February (2/07) February (2/07) February (2/10)	1,538.71 43.01 284.96	18.17 0.51 3.37
Staples Total						1,866.68	22.05
Krispy Kreme Doughnuts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	2459908328694700	February	108.06	1.28
Krispy Kreme Doughnuts Total						108.06	1.28
Marriott Burbank	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	160 EDU EFF	2232024	February	4,000.00	0.00
Marriott Burbank Total						4,000.00	0.00
Apple Inc.	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MA56310014 LLC MA56587091	January (1/08) January (1/04)	3,193.15 175.00	63.86 3.50
Apple Inc. Total						3,368.15	67.36
Restorative Justice Education	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Student Training	LLC 2403	January (1/19)	500.00	0.00
Restorative Justice Education Total						500.00	0.00
San Diego County Office of Education	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC 099-043695	November (11/21)	1,000.00	331.21
San Diego County Office of Education Total						1,000.00	331.21
San Joaquin Delta College: Delta Center for the Arts	Prepaid Other	13514 Prepaid Other	101 General	LLC 02012024	January (1/10)	2,663.00	0.00
San Joaquin Delta College: Delta Center for the Arts Total						2,663.00	0.00
Security & Event Staffing Professionals	Prepaid Other	13514 Prepaid Other	101 General	LLC 240607-CAVA	February	367.50	0.00
Security & Event Staffing Professionals Total						367.50	0.00
Vortex Industries LLC	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 01-1730715	January (1/29)	530.75	6.27
Vortex Industries LLC Total						530.75	6.27
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 109162-51067613 70737542	February (2/07)	1,264.41	14.93
City of Simi Valley Total						1,264.41	14.93

Transaction Details
Insight San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SJ
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0812612	January	3,235.55	38.21
	Outside Service-General Total					3,235.55	38.21
DataBasics, Inc. Total						3,235.55	38.21
		56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum				283.14	5.67
WPS	Non K12 Curriculum		280 SPED	LLC Q28730	January (1/19)		
	Non K12 Curriculum Total					283.14	5.67
WPS Total						283.14	5.67
		54301 Postage & Delivery Expense : Postage	101 General	LLC 2402114	February (2/19)	163.20	1.93
Integration Inc.	Postage						
	Postage Total					163.20	1.93
		52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2402114	February (2/19)	368.00	4.35
	Printing Expense						
	Printing Expense Total					368.00	4.35
Integration Inc. Total						531.20	6.27
		56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Student Training	LLC 02022024	March (3/06)	2,250.00	0.00
Jennifer Richard	Teacher Training						
	Teacher Training Total					2,250.00	0.00
Jennifer Richard Total						2,250.00	0.00
		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1024800400	February (2/12)	162.99	1.92
Pitney Bowes Global Financial Services	Office Expense						
	Office Expense Total					162.99	1.92
Pitney Bowes Global Financial Services Total						162.99	1.92
		52802 Office Supplies Expense : Office Supplies - COS	101 General	4217901786	February	375.32	4.43
Wayfair	Office Expense						
	Office Expense Total					375.32	4.43
Wayfair Total						375.32	4.43
		52802 Office Supplies Expense : Office Supplies - COS	101 General	5431869	February	145.38	1.72
Successories	Office Expense						
	Office Expense Total					145.38	1.72
Successories Total						145.38	1.72
		52802 Office Supplies Expense : Office Supplies - COS	101 General	CBU-ZV0	February	489.56	5.78
EZ Cater - Jersey Mike's	Office Expense						
	Office Expense Total					489.56	5.78
EZ Cater - Jersey Mike's Total						489.56	5.78
		52802 Office Supplies Expense : Office Supplies - COS	101 General	2222024	February	107.21	1.27
The Home Depot	Office Expense						
	Office Expense Total					107.21	1.27
The Home Depot Total						107.21	1.27
Grand Total						174,648.64	3,186.53

**Insight School at San Joaquin
Board Disbursements A/P Payment History
March 01, 2024 - March 31, 2024**

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	705,755.05
California Virtual Academy@ISCA	Intercompany Settlement	76,676.00
California Virtual Academy @ LA	Intercompany Settlement	62,050.00
Insperty	PEO - Payroll Services and HR Admin Services provider	33,530.00
Insight @ San Diego	Intercompany Settlement	19,883.00
SAN JOAQUIN COUNTY OF EDUCATION	STRS EE/ER Contribution	9,129.03
Northern California Preparatory School	Special Education Contracted Services	8,418.00
East Valley Education Center, Inc	Special Education Contracted Services	6,790.00
State Board of Equalization	Sales Tax	3,000.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	1,880.00
Rids Brother Company Inc	Transportation Services	1,870.00
AXIS Teletherapy	Special Education Contracted Services - Speech Report Reviews	1,127.50
Effectual Educational Consulting Service	Special Education Services	857.50
Grace Speech Therapy Corp.	SLP IEP Attendance	840.00
California Teachers Association	Union Dues	480.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	375.77
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	337.50
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	330.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	285.63
Anchor Counseling & Education Solutions	Special Education Contracted Services	285.00
E-Therapy LLC	Special Education Contracted Services	231.68
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	210.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	210.00
TinyEYE Technology Corporation	Special Education Contracted Services	168.00
Partners in Special Education	Special Education Contracted Services	80.00
Grand Total		934,799.66

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements AJP Payment History by Vendor
March 01, 2024 - March 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1778 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	03/18/2024	INV-06722		(165.00)
	Bill	03/18/2024	INV-06735		(35.00)
	Bill Payment	03/19/2024	1778		200.00
Bill Payment #1766 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	03/07/2024	INV-06691		(50.00)
	Bill	03/07/2024	INV-06704		(35.00)
	Bill Payment	03/08/2024	1766		85.00
					0.00
Bill Payment #1768 - California Teachers Association(Insight@San Joaquin)	Bill	03/07/2024	Union Dues - 022024		(480.00)
	Bill Payment	03/08/2024	1768		480.00
					0.00
Bill Payment #1780 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	03/18/2024	INV-07667		(495.00)
	Bill	03/18/2024	INV-07708		(217.50)
	Bill	03/18/2024	INV-07726		(25.00)
Bill Payment #1771 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill Payment	03/19/2024	1780		737.50
	Bill	03/07/2024	INV-07650		(120.00)
	Bill Payment	03/08/2024	1771		120.00
					0.00
Bill Payment #ACH 03.22.2024 - K12 MANAGEMENT INC	Bill	08/21/2023	ISSJ - INV-003-11437 - Aug 23 - COM	ISSJ - INV-003-11437 - Aug 23 - COM	(13,699.23)
	Bill	08/21/2023	ISSJ - INV-003-11360 - Aug 23 - MAT	ISSJ - INV-003-11360 - Aug 23 - MAT	(37,777.00)
	Bill	08/21/2023	ISSJ - INV-003-11396 - Aug 23 - OLS	ISSJ - INV-003-11396 - Aug 23 - OLS	(528.00)
	Bill	08/21/2023	ISSJ - INV-003-11459 - Jul 23 - SS&T	ISSJ - INV-003-11459 - Jul 23 - SS&T	(66,439.00)
	Bill	09/20/2023	ISSJ - INV-003-11853 - Aug 23 - Lease	ISSJ - INV-003-11853 - Aug 23 - Lease	(924.75)
	Bill	09/20/2023	ISSJ - INV-003-11915 - Sep 23 - Block	ISSJ - INV-003-11915 - Sep 23 - Block	(11,814.00)
	Bill	09/22/2023	ISSJ - INV-003-11990 - Sep 2023 - TCHR OLS	ISSJ - INV-003-11990 - Sep 2023 - TCHR OLS	(2,640.00)
	Bill	10/24/2023	ISSJ - INV-003-12353 - Oct 2023 - TCHR OLS	ISSJ - INV-003-12353 - Oct 2023 - TCHR OLS	(1,320.00)
	Bill	09/19/2023	ISSJ - INV-003-11676 - Aug 23 - SS&T	ISSJ - INV-003-11676 - Aug 23 - SS&T	(121,898.00)
	Bill	09/19/2023	ISSJ - INV-003-11704 - Sep 23 - COM	ISSJ - INV-003-11704 - Sep 23 - COM	(18,352.50)
	Bill	09/19/2023	ISSJ - INV-003-11753 - Sep 23 - MAT	ISSJ - INV-003-11753 - Sep 23 - MAT	(7,466.00)
	Bill	09/19/2023	ISSJ - INV-003-11802 - Sep 23 - OLS	ISSJ - INV-003-11802 - Sep 23 - OLS	(81,693.00)
	Bill	11/20/2023	INV-003-12413 _ ISSJ-Oct23-SS&T	INV-003-12413 _ ISSJ-Oct23-SS&T	(63,059.00)
	Bill	11/20/2023	INV-003-12446 _ ISSJ-Nov23-MAT	INV-003-12446 _ ISSJ-Nov23-MAT	(34,535.00)
	Bill	11/20/2023	INV-003-12494 _ ISSJ-Nov23-OLS	INV-003-12494 _ ISSJ-Nov23-OLS	(17,704.50)
	Bill	11/20/2023	INV-003-12534 _ ISSJ-Oct23-Lease	INV-003-12534 _ ISSJ-Oct23-Lease	(924.75)
	Bill	11/20/2023	INV-003-12617 _ ISSJ-Nov23-COM	INV-003-12617 _ ISSJ-Nov23-COM	(22,055.00)
	Bill	11/20/2023	INV-003-12650 _ ISSJ-Nov23-Block	INV-003-12650 _ ISSJ-Nov23-Block	(11,627.00)
	Bill	11/21/2023	INV-003-12693 _ ISSJ-Nov23-TchrOLS	INV-003-12693 _ ISSJ-Nov23-TchrOLS	(1,980.00)
	Bill	10/16/2023	ISSJ - INV-003-12058 - Oct 23 - COM	ISSJ - INV-003-12058 - Oct 23 - COM	(11,235.00)
	Bill	10/16/2023	ISSJ - INV-003-12156 - Oct 23 - OLS	ISSJ - INV-003-12156 - Oct 23 - OLS	(17,602.50)
	Bill	10/18/2023	ISSJ - INV-003-12197 - Sep 23 - Lease	ISSJ - INV-003-12197 - Sep 23 - Lease	(924.75)
	Bill	10/18/2023	ISSJ - INV-003-12295 - Sep 23 - SS&T	ISSJ - INV-003-12295 - Sep 23 - SS&T	(33,151.00)
	Bill	12/18/2023	INV-003-12818 _ ISSJ-Nov23-SS&T	INV-003-12818 _ ISSJ-Nov23-SS&T	(295.82)
	Bill	12/18/2023	INV-003-12887 _ ISSJ-Dec23-COM	INV-003-12887 _ ISSJ-Dec23-COM	(18,450.00)
	Bill	12/18/2023	INV-003-12984 _ ISSJ-Dec23-OLS	INV-003-12984 _ ISSJ-Dec23-OLS	(93,523.50)
	Bill	12/18/2023	INV-003-13046 _ ISSJ-Dec23-TchrOLS	INV-003-13046 _ ISSJ-Dec23-TchrOLS	(1,540.00)

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements A/P Payment History by Vendor
March 01, 2024 - March 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 03.22.2024 - K12 MANAGEMENT INC	Bill	08/23/2023	ISSJ - INV-003-11514 - Jul 23 - Lease	ISSJ - INV-003-11514 - Jul 23 - Lease	(924.75)
	Bill	10/17/2023	ISSJ - INV-003-12232 - Oct 23 - Block	ISSJ - INV-003-12232 - Oct 23 - Block	(11,671.00)
	Bill Payment	03/22/2024	ACH 03.22.2024	MAR 2024 K12/Stride Payment	705,755.05
					0.00
Bill Payment #ACH 03.08.2024 & 03.25.2024 - Insperty(Insight@San Joaquin)	Bill	03/27/2024	iSJ_MAR'24 PYRL	iSJ_MAR 2024 Var. PYRL Invs	(33,530.00)
	Bill Payment	03/27/2024	ACH 03.08.2024 & 03.25.2024	iSJ_MAR 2024 Var. PYRL Invs	33,530.00
					0.00
Bill Payment #1776 - PrentGraf Ltd dba TalkPath Live(Insight @ San Joaquin)	Bill	03/07/2024	INV-00798		(375.77)
	Bill Payment	03/08/2024	1776		375.77
					0.00
Bill Payment #ACH 03.05.2024 - State Board of Equalization(Insight@San Joaquin)	Bill	02/20/2024	iSJ_FEB'24 Use Tax	iSJ_Matrls/Comptr Use Tax_FEB 2024	(2,789.69)
	Bill	03/05/2024	iSJ_FEB'24 Use Tax Adj.	iSJ_Matrls/Comptr Use Tax_FEB 2024 Adj.	(210.31)
	Bill Payment	03/05/2024	ACH 03.05.2024	iSJ_Matrls/Comptr Use Tax_FEB 2024 Adj.	3,000.00
					0.00
Bill Payment #1770 - E-Therapy LLC(Insight@San Joaquin)	Bill	03/07/2024	INV-07268		(185.00)
	Bill	03/07/2024	INV-07288		(46.68)
	Bill Payment	03/08/2024	1770		231.68
					0.00
Bill Payment #1767 - Axis Teletherapy(Insight @ San Joaquin)	Bill	03/07/2024	INV-00370		(1,127.50)
	Bill Payment	03/08/2024	1767		1,127.50
					0.00
Bill Payment #1777 - TheraStaffers(Insight @ San Joaquin)	Bill	03/07/2024	INV-00445		(210.00)
	Bill Payment	03/08/2024	1777		210.00
					0.00
Bill Payment #1769 - Communicology, Inc., DBA Connect Teletherapy(Insight @ San Joaquin)	Bill	03/07/2024	INV-01185		(210.00)
	Bill Payment	03/08/2024	1769		210.00
					0.00
Bill Payment #1782 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	03/18/2024	INV-06151		(137.50)
	Bill Payment	03/19/2024	1782		137.50
					(82.50)
Bill Payment #1774 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	03/07/2024	INV-06059		(110.00)
	Bill	03/07/2024	INV-06100		(110.00)
	Bill Payment	03/08/2024	1774		192.50
					0.00
Bill Payment #1785 - PresenceLearning, Inc.(Insight @ San Joaquin)	Bill	03/18/2024	INV-08543		(66.25)
	Bill	03/18/2024	INV-08558		(219.38)
	Bill Payment	03/19/2024	1785		285.63
					0.00
Bill Payment #1791 - SAN JOAQUIN COUNTY OF EDUCATION	Bill	03/29/2024	iSJ_MAR 2024 STRS EE/ER Contrib	iSJ_MAR 2024 STRS EE/ER Contrib	(9,129.03)
	Bill Payment	03/29/2024	1791	iSJ_MAR 2024 STRS EE/ER Contrib	9,129.03
					0.00
Bill Payment #1779 - East Valley Education Center, Inc(Insight @ San Joaquin)	Bill	03/18/2024	14876-3323A		(6,790.00)
	Bill Payment	03/19/2024	1779		6,790.00
					0.00
Bill Payment #1786 - Rids Brother Company Inc(Insight @ San Joaquin)	Bill	03/18/2024	1404		(1,870.00)
	Bill Payment	03/19/2024	1786		1,870.00
					0.00
Bill Payment #1787 - TinyEYE Technology Corporation(Insight @ San Joaquin)	Bill	03/18/2024	INV-00524		(168.00)
	Bill Payment	03/19/2024	1787		168.00
					0.00
Bill Payment #1789 - California Virtual Academy@ISCA(Insight@San Joaquin)	Bill	03/22/2024	iSJ_Interco MAR'24_ISCA	Intercompany Settlement MAR 2024	(76,676.00)
	Bill Payment	03/22/2024	1789	Intercompany Settlement MAR 2024	76,676.00
					0.00
Bill Payment #1790 - Insight @ San Diego(Insight@San Joaquin)	Bill	03/22/2024	iSJ_Interco MAR'24_ISSD	Intercompany Settlement MAR 2024	(19,883.00)
	Bill Payment	03/22/2024	1790	Intercompany Settlement MAR 2024	19,883.00
					0.00

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements A/P Payment History by Vendor
March 01, 2024 - March 31, 2024

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1781 - El Paseo Children's Center, Inc.(Insight @ San Joaquin)	Bill	03/18/2024	INV-00947		(60.00)
	Bill Payment	03/19/2024	1781		60.00
Bill Payment #1772 - El Paseo Children's Center, Inc.(Insight @ San Joaquin)	Bill	03/07/2024	INV-00930		(1,820.00)
	Bill Payment	03/08/2024	1772		1,820.00
					0.00
Bill Payment #1773 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	03/07/2024	INV-00588		(60.00)
	Bill	03/07/2024	INV-00592		(750.00)
	Bill	03/07/2024	INV-00610		(30.00)
	Bill Payment	03/08/2024	1773		840.00
					0.00
Bill Payment #1775 - Point Quest Pediatric Therapies, LLC(Insight @ San Joaquin)	Bill	03/07/2024	INV-00163		(337.50)
	Bill Payment	03/08/2024	1775		337.50
					0.00
Bill Payment #1783 - Northern California Preparatory School(Insight @ San Joaquin)	Bill	03/18/2024	NCP55607		(5,700.00)
	Bill	03/18/2024	NCP55626		(2,718.00)
	Bill Payment	03/19/2024	1783		8,418.00
					0.00
Bill Payment #1784 - Partners in Special Education(Insight @ San Joaquin)	Bill	03/18/2024	INV-01032		(80.00)
	Bill Payment	03/19/2024	1784		80.00
					0.00
Bill Payment #1788 - California Virtual Academy @ LA(Insight@San Joaquin)	Bill	03/22/2024	iSj_Interco MAR'24_LA	Intercompany Settlement MAR 2024	(62,050.00)
	Bill Payment	03/22/2024	1788	Intercompany Settlement MAR 2024	62,050.00
					0.00
					0.00
Total					934,799.66

Transaction Summary

Insight at San Joaquin

Vendor	Amount
Law Offices of Young, Minney & Corr, LLP	1,702.42
Barrington Staffing Services	313.02
AppleOne Employment Services	190.52
Bill.com	110.38
DataBasics, Inc.	104.41
FusionPlus Inc	92.45
AXIS Teletherapy	83.88
Integration Inc.	77.62
ULINE	68.60
Apple Inc.	67.36
City Printing Graphics	63.46
UPS	63.14
The Back Room Inc	42.40
Supreme Facility Services, Inc.	40.56
De Lage Landen Financial Services Inc.	33.50
Select Staffing	29.70
Southern California Edison	29.58
AT&T Mobility	29.50
Comm-Core	25.62
Certified Languages International	15.00
Amazon	12.44
Verizon Wireless	9.90
Wood Ranch Moorpark	8.85
Pitney Bowes Global Financial Services	7.42
Carmen Gomez Ruiz	7.40
Doctors Wellness Company LLC dba WellnessMart MD	6.88
Waste Management	5.18
Quill Corporation	3.12
School Services of California, Inc.	3.08
Western Exterminator Company	3.08
Paper Recycling & Shredding	2.66
The Home Depot	1.48
Smart & Final	1.24
Dollar Tree	0.24
Grand Total	3,256.09

Transaction Details
Insight San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	F-SI
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3000	February	600.00	7.40
	Operations and Housekeeping Services Total					600.00	7.40
Carmen Gomez Ruiz Total						600.00	7.40
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 567230 LLC 568195	February (2/15) February (2/29)	108.00	1.33
	Office Expense Total					108.00	1.33
Paper Recycling & Shredding Total						216.00	2.66
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y6E094 LLC 00073Y6E074 LLC 00073Y6E084 LLC 000073Y6E104	March (3/2) February (2/17) February (2/24) March (3/09)	766.69	9.45
			280 SPED	LLC 0000V9159W094 LLC 0000V9159W074 LLC 0000V9159W084 LLC 0000V9159W104	March (3/2) February (2/17) February (2/24) March (3/09)	640.83 690.09 797.20 437.22	7.90 8.51 9.83 7.84
	Shipping Total					343.01	6.15
						172.67	3.10
						543.91	10.37
						4,391.62	63.14
UPS Total						4,391.62	63.14
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6845768-0283-0 LLC 6845785-0283-4	March March	167.38	2.06
	Operations and Housekeeping Services Total					253.00	3.12
Waste Management Total						420.38	5.18
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 43428 LLC 43448	February (2/25) March (3/03)	3,759.93	46.35
			280 SPED	LLC 43428 LLC 43448	February (2/25) March (3/03)	6,003.72 1,707.44	74.01 30.61
			101 General	LLC 43466	March (3/10)	2,195.28	41.86
			280 SPED	LLC 43466	March (3/10)	6,519.89	80.37
	Outside Service Total					2,088.57	39.82
						22,274.83	313.02
Barrington Staffing Services Total						7,500.00	92.45
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1008	March	7,500.00	92.45
	Outside Service-General Total					7,500.00	92.45
FusionPlus Inc Total						7,500.00	92.45
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 9181	February	5,140.00	1,702.42
	Legal Fees Total					892.50	0.00
	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 9052	February	637.50	0.00
	Legal Fees Total		280 SPED	LLC 9052	February	1,530.00	0.00
Law Offices of Young, Minney & Corr, LLP Total						6,670.00	1,702.42
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC T-930650070	February	6,585.09	0.00
	Outside Service-General Total					6,585.09	0.00
Document Tracking Services Total						6,585.09	0.00
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9958247710	February	803.32	9.90
	Telephone - Administration Total					803.32	9.90
Verizon Wireless Total						803.32	9.90
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586022924	February	2,760.75	15.00
	Outside Service-General Total					2,760.75	15.00
Certified Languages International Total						2,760.75	15.00
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1084653	March	2,078.13	25.62
	Communications Total					2,078.13	25.62
Comm-Core Total						2,078.13	25.62
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3824	March	3,290.00	40.56
	Operations and Housekeeping Services Total					3,290.00	40.56
Supreme Facility Services, Inc. Total						3,290.00	40.56
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-1432171-0301038 111-5001329-6505840 111-0875143-0011463 111-7422089-7466617 111-5726533-2449847 3062024 111-4733564-7984201 111-0818215-2949808 111-7228032-0305800 111-4634483-4951407 111-3661883-4820252 111-7701096-9966601 112-5978316-6210662	March March March March March March March March March March March March	86.86 611.39 36.24 10.38 21.22 (48.04) 94.52 17.15 67.60 52.01 38.58 7.49 13.80	1.07 7.54 0.45 0.13 0.26 (0.59) 1.17 0.21 0.83 0.64 0.48 0.09 0.17
	Office Expense Total					1,009.20	12.44
Amazon Total						1,009.20	12.44
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 37321694 LLC 37414211	February (2/20) February (2/26)	229.73	2.83
	Office Expense Total					23.42	0.29
Quill Corporation Total						253.15	3.12
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 2988828801 LLC 80557846671578 022824	March March	1,748.36	21.55
	Communications Total					645.05	7.95
AT&T Mobility Total						2,393.41	29.50
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-2592	February	3,440.00	42.40
	Outside Service-General Total					3,440.00	42.40
The Back Room Inc Total						3,440.00	42.40
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6820669 LLC 01-6820670 LLC 01-6825470 LLC 01-6825471 LLC 01-6829552 LLC 01-6829553	February (2/17) February (2/17) February (2/24) February (2/24) March (3/02) March (3/02)	2,464.11 2,689.04 2,159.36 2,150.73 3,805.71 2,146.56	30.38 33.15 27.11 26.51 46.81 26.46
	Outside Service Total					15,455.51	190.52
AppleOne Employment Services Total						15,455.51	190.52
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0497	February	558.00	6.88
	Outside Service-General Total					558.00	6.88
Doctors Wellness Company LLC dba WellnessMart MD Total						558.00	6.88

Transaction Details
Insight San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SJ
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 57410123	February (2/29)	249.60	3.08
Western Exterminator Company Total	Operations and Housekeeping Services Total					249.60	3.08
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24036402053	March	1,381.00	110.38
Bill.com Total	Dues and Memberships Total					1,381.00	110.38
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 031224	February	2,399.96	29.58
Southern California Edison Total	Utilities Total					2,399.96	29.58
School Services of California, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0141018-IN	March	250.00	3.08
School Services of California, Inc. Total	Outside Service-General Total					250.00	3.08
UUNE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 174603913	February (2/15)	1,209.86	14.91
				LLC 174621121	February (2/16)	1,223.76	15.09
				LLC 175176181	March (3/2)	(1,209.86)	(14.91)
				LLC 174661047	February (2/16)	5,565.24	68.60
UUNE Total	Office Expense Total					4,780.00	0.00
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Student Training	LLC 5294798	February	4,780.00	0.00
Solution Tree Total	Teacher Training Total					4,780.00	0.00
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3132024	March	100.78	1.24
Smart & Final Total	Office Expense Total					100.78	1.24
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 82175883	March	2,717.78	33.50
De Lage Landen Financial Services Inc. Total	Equipment Rental Expense Total					2,717.78	33.50
Apple Inc.	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MA66979847 LLC MA67436713	March (3/01) March (3/06)	175.00 3,193.15	3.50 63.86
Apple Inc. Total	Computer Expense Total					3,368.15	67.36
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0812765 LLC 0812892	February March	4,556.10 3,913.85	56.16 48.25
DataBasics, Inc. Total	Outside Service-General Total					8,469.95	104.41
Integration Inc.	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2402151	February (2/29)	2,663.90	32.84
	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 2402151	February (2/29)	3,632.56	44.78
Integration Inc. Total	Printing Expense Total					6,296.46	77.62
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3106556955	February (2/28)	601.53	7.42
Pitney Bowes Global Financial Services Total	Office Expense Total					601.53	7.42
The Home Depot	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3092024	March	120.17	1.48
The Home Depot Total	Office Expense Total					120.17	1.48
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 2454 LLC 2559	January February	3,315.00	33.68
AXIS Teletherapy Total	Subagreements for Services Total					8,255.00	83.88
Select Staffing	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 8409564075 LLC 8409689752 LLC 8409702594	February (2/11) February (2/18) February (2/25)	496.09 1,516.95 396.11	6.12 18.70 4.88
Select Staffing Total	Outside Service Total					2,409.15	29.70
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 24-31377	March (3/07)	5,148.00	63.46
City Printing Graphics Total	Printing Expense Total					5,148.00	63.46
Fun and Function LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 746159	March (3/05)	26.09	0.00
Fun and Function LLC Total	Non K12 Curriculum Total					26.09	0.00
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 86679	February (2/24)	1,339.00	0.00
Green Hasson & Janks LLP Total	Accounting Fees Total					1,339.00	0.00
Ontario Airport Hotel & Conference Center	Hotels	51303 Travel & Entertainment : Lodging	310 SUPP - CRE	LLC Conference Lodging 03192024	April	6,410.43	0.00
Ontario Airport Hotel & Conference Center Total	Hotels Total					6,410.43	0.00
SkillsUSA California	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	310 SUPP - CRE	LLC 7873	March (3/12)	2,025.00	0.00
SkillsUSA California Total	Travel and Conferences Total					2,025.00	0.00
Dollar Tree	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	3132024	March	19.30	0.24
Dollar Tree Total	Office Expense Total					19.30	0.24
Wood Ranch Moorpark	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	E96839	March	717.88	8.85
Wood Ranch Moorpark Total	Office Expense Total					717.88	8.85
Grand Total						143,349.86	3,256.09

**Insight School at San Joaquin
Board Disbursements A/P Payment History
Board Disbursements A/P Payment History by Vendor2**

Vendor	Description	Total
New Jerusalem Elementary School Distric	Q3 Oversight/Indirect fees (Jan - Mar)	41,668.59
Insperty	PEO - Payroll Services and HR Admin Services provider	33,946.61
SAN JOAQUIN COUNTY OF EDUCATION	STRS EE/ER Contribution	9,811.48
Northern California Preparatory School	Special Education Contracted Services	8,796.00
East Valley Education Center, Inc	Special Education Contracted Services	8,060.00
School Pathways LLC	Annual Subscription	5,664.05
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	5,080.00
State Board of Equalization	Sales Tax	4,947.00
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	3,850.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	3,523.19
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	2,593.25
Effectual Educational Consulting Service	Special Education Services	2,066.25
La Cheim School Inc.	Special Education Contracted Services - NPS Placement	1,968.00
Rids Brother Company Inc	Transportation Services	1,870.00
Communicology, Inc., DBA Connect Teletherapy	Special Education Contracted Services	1,363.75
E-Therapy LLC	Special Education Contracted Services	826.14
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	820.42
Anchor Counseling & Education Solutions	Special Education Contracted Services	692.50
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	576.50
California Teachers Association	Union Dues	480.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	390.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	270.00
Grace Speech Therapy Corp.	SLP IEP Attendance	240.00
TinyEYE Technology Corporation	Special Education Contracted Services	168.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	96.25
Grand Total		139,767.98

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1810 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	04/24/2024	INV-06800		(182.50)
	Bill Payment	04/25/2024	1810		182.50
Bill Payment #1792 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	04/04/2024	INV-06748		(125.00)
	Bill	04/04/2024	INV-06766		(175.00)
	Bill	04/04/2024	INV-06780		(210.00)
	Bill Payment	04/04/2024	1792		510.00
					0.00
Bill Payment #1793 - California Teachers Association(Insight@San Joaquin)	Bill	04/04/2024	Union Dues - 032024		(480.00)
	Bill Payment	04/04/2024	1793		480.00
					0.00
Bill Payment #1815 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	04/24/2024	INV-07852		(780.00)
	Bill	04/24/2024	INV-07864		(600.00)
	Bill Payment	04/25/2024	1815		1,380.00
Bill Payment #1804 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	04/11/2024	INV-07791		(395.00)
	Bill	04/11/2024	INV-07810		(110.00)
	Bill	04/11/2024	INV-07817		(181.25)
	Bill Payment	04/12/2024	1804		686.25
					0.00
Bill Credit #CM-003-1390 _ ISSJ-FY23-Deficit Credit - K12 MANAGEMENT INC	Bill	04/17/2023	ISSJ - INV-003-10029 - Apr 23 - OLS	ISSJ - INV-003-10029 - Apr 23 - OLS	(54,158.14)
	Bill	04/17/2023	ISSJ - INV-003-9949 - Mar 23 - SS&T	ISSJ - INV-003-9949 - Mar 23 - SS&T	(47,651.00)
	Bill	02/10/2023	ISSJ - INV-003-9225 - Jan 23 - SS&T	ISSJ - INV-003-9225 - Jan 23 - SS&T	(11,035.61)
	Bill	02/17/2023	ISSJ - INV-003-9389 - Feb 23 - OLS	ISSJ - INV-003-9389 - Feb 23 - OLS	(14,644.50)
	Bill	03/16/2023	ISSJ - INV-003-9595 - Feb 23 - SS&T	ISSJ - INV-003-9595 - Feb 23 - SS&T	(57,577.00)
	Bill	03/16/2023	ISSJ - INV-003-9629 - Mar 23 - COM	ISSJ - INV-003-9629 - Mar 23 - COM	(19,785.00)
	Bill	03/16/2023	ISSJ - INV-003-9678 - Mar 23 - MAT	ISSJ - INV-003-9678 - Mar 23 - MAT	(22,256.00)
	Bill	03/16/2023	ISSJ - INV-003-9727 - Mar 23 - OLS	ISSJ - INV-003-9727 - Mar 23 - OLS	(14,388.00)
	Bill	03/16/2023	ISSJ - INV-003-9777 - Feb 23 - Lease	ISSJ - INV-003-9777 - Feb 23 - Lease	(924.75)
	Bill	03/21/2023	ISSJ - INV-003-9808 - Mar 23 - Block	ISSJ - INV-003-9808 - Mar 23 - Block	(9,581.00)
	Bill Credit	04/19/2024	CM-003-1390 _ ISSJ-FY23-Deficit Credit	CM-003-1390 _ ISSJ-FY23-Deficit Credit	252,001.00
Bill Credit #CM-003-1381 _ ISSJ-Mar24-Lease/Misc - K12 MANAGEMENT INC	Bill	04/17/2023	ISSJ - INV-003-10029 - Apr 23 - OLS	ISSJ - INV-003-10029 - Apr 23 - OLS	(1.00)
	Bill	12/18/2023	INV-003-12794 _ ISSJ-Nov23-Lease	INV-003-12794 _ ISSJ-Nov23-Lease	(924.75)
	Bill	01/25/2024	INV-003-13301 _ ISSJ-Dec23-Lease	INV-003-13301 _ ISSJ-Dec23-Lease	(2,162.30)
	Bill Credit	04/17/2024	CM-003-1381 _ ISSJ-Mar24-Lease/Misc	CM-003-1381 _ ISSJ-Mar24-Lease/Misc	3,088.05
					0.00
Bill Payment #ACH 04.10.2024 & 04.25.2024 - Insperity(Insight@San Joaquin)	Bill	04/29/2024	ISJ_APR'24 PYRL	ISJ_APR 2024 Var. PYRL Invs	(33,946.61)
	Bill Payment	04/30/2024	ACH 04.10.2024 & 04.25.2024	ISJ_APR 2024 Var. PYRL Invs	33,946.61
					0.00
Bill Payment #1800 - PrentGraf Ltd dba TalkPath Live(Insight @ San Joaquin)	Bill	04/04/2024	INV-00826		(576.50)
	Bill Payment	04/04/2024	1800		576.50
					0.00
Bill Payment #ACH 04.29.2024 - State Board of Equalization(Insight@San Joaquin)	Bill	03/13/2024	ISJ_MAR'24 Use Tax	ISJ_Matrls/Comptr Use Tax_MAR 2024	(3,816.10)
	Bill	04/29/2024	ISJ_MAR'24 Use Tax Adj.	ISJ_Matrls/Comptr Use Tax_MAR 2024 Adj.	(1,130.90)
	Bill Payment	04/29/2024	ACH 04.29.2024	ISJ_Matrls/Comptr Use Tax_MAR 2024 & Adj.	4,947.00
					0.00
Bill Payment #1814 - E-Therapy LLC(Insight@San Joaquin)	Bill	04/24/2024	INV-07420		(231.00)
	Bill Payment	04/25/2024	1814		231.00
Bill Payment #1796 - E-Therapy LLC(Insight@San Joaquin)	Bill	04/04/2024	INV-07333		(149.00)
	Bill	04/04/2024	INV-07379		(377.80)
	Bill	04/04/2024	INV-07398		(68.34)
	Bill Payment	04/04/2024	1796		595.14
					0.00

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1811 - Axis Teletherapy(Insight @ San Joaquin)	Bill	04/24/2024	INV-00447		(1,820.00)
	Bill Payment	04/25/2024	1811		1,820.00
Bill Payment #1802 - Axis Teletherapy(Insight @ San Joaquin)	Bill	04/11/2024	INV-00404		(118.00)
	Bill	04/11/2024	INV-00405		(41.25)
	Bill	04/11/2024	INV-00468		(614.00)
	Bill Payment	04/12/2024	1802		773.25
					0.00
Bill Payment #1822 - TheraStaffers(Insight @ San Joaquin)	Bill	04/24/2024	INV-00484		(180.00)
	Bill Payment	04/25/2024	1822		180.00
Bill Payment #1801 - TheraStaffers(Insight @ San Joaquin)	Bill	04/04/2024	INV-00448		(180.00)
	Bill	04/04/2024	INV-00472		(30.00)
	Bill Payment	04/04/2024	1801		210.00
					0.00
Bill Payment #1813 - Communicology, Inc., DBA Connect Teletherapy(Insight @ San Joaquin)	Bill	04/24/2024	INV-01323		(100.00)
	Bill	04/24/2024	INV-01334		(287.50)
	Bill Payment	04/25/2024	1813		387.50
Bill Payment #1795 - Communicology, Inc., DBA Connect Teletherapy(Insight @ San Joaquin)	Bill	04/04/2024	INV-01217		(776.25)
	Bill	04/04/2024	INV-01251		(200.00)
	Bill Payment	04/04/2024	1795		976.25
					0.00
Bill Payment #1818 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	04/24/2024	INV-06354		(55.00)
	Bill Payment	04/25/2024	1818		55.00
Bill Payment #1799 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	04/04/2024	INV-06204		(339.17)
	Bill	04/04/2024	INV-06305		(426.25)
	Bill Payment	04/04/2024	1799		765.42
					0.00
Bill Payment #1819 - PresenceLearning, Inc.(Insight @ San Joaquin)	Bill	04/24/2024	INV-08654		(96.25)
	Bill Payment	04/25/2024	1819		96.25
					0.00
Bill Payment #1824 - SAN JOAQUIN COUNTY OF EDUCATION	Bill	04/25/2024	ISJ_APR 2024 STRS EE/ER Contrib	ISJ_APR 2024 STRS EE/ER Contrib	(9,811.48)
	Bill Payment	04/25/2024	1824	ISJ_APR 2024 STRS EE/ER Contrib	9,811.48
					0.00
Bill Payment #1803 - East Valley Education Center, Inc(Insight @ San Joaquin)	Bill	04/11/2024	14876-3396A		(8,060.00)
	Bill Payment	04/12/2024	1803		8,060.00
					0.00
Bill Payment #1820 - Rids Brother Company Inc(Insight @ San Joaquin)	Bill	04/24/2024	1411		(1,870.00)
	Bill Payment	04/25/2024	1820		1,870.00
					0.00
Bill Payment #1823 - TinyEYE Technology Corporation(Insight @ San Joaquin)	Bill	04/24/2024	INV-00535		(168.00)
	Bill Payment	04/25/2024	1823		168.00
					0.00
Bill Payment #1816 - El Paseo Children's Center, Inc.(Insight @ San Joaquin)	Bill	04/24/2024	INV-00973		(1,813.68)
	Bill Payment	04/25/2024	1816		1,813.68
Bill Payment #1805 - El Paseo Children's Center, Inc.(Insight @ San Joaquin)	Bill	04/11/2024	INV-00959		(1,709.51)
	Bill Payment	04/12/2024	1805		1,709.51
					0.00
Bill Payment #1817 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	04/24/2024	INV-00727		(60.00)
	Bill Payment	04/25/2024	1817		60.00
Bill Payment #1797 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	04/04/2024	INV-00689		(60.00)
	Bill	04/04/2024	INV-00681		(120.00)
	Bill Payment	04/04/2024	1797		180.00
					0.00
Bill Payment #1809 - Point Quest Pediatric Therapies, LLC(Insight @ San Joaquin)	Bill	04/11/2024	INV-00171		(270.00)
	Bill Payment	04/12/2024	1809		270.00
					0.00

K12 : SA : Full Financials CA Node : CAVAISSJ
Board Disbursements A/P Payment History by Vendor
Board Disbursements A/P Payment History by Vendor2

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1808 - Northern California Preparatory School(Insight @ San Joaquin)	Bill	04/11/2024	NCP55645		(6,600.00)
	Bill	04/11/2024	NCP55663		(2,196.00)
	Bill Payment	04/12/2024	1808		8,796.00
					0.00
Bill Payment #1812 - Christy Bock dba Cornerstone Educational Solutions(Insight @ San Joaquin)	Bill	04/24/2024	INV-00395		(2,740.00)
	Bill Payment	04/25/2024	1812		2,740.00
Bill Payment #1794 - Christy Bock dba Cornerstone Educational Solutions(Insight @ San Joaquin)	Bill	04/04/2024	INV-00373		(2,340.00)
	Bill Payment	04/04/2024	1794		2,340.00
					0.00
Bill Payment #1798 - La Cheim School Inc.(Insight@San Joaquin)	Bill	04/04/2024	15102		(1,968.00)
	Bill Payment	04/04/2024	1798		1,968.00
					0.00
Bill Payment #1806 - Green Hasson & Janks LLP(Insight@San Joaquin)	Bill	04/11/2024	88442		(3,850.00)
	Bill Payment	04/12/2024	1806		3,850.00
					0.00
Bill Payment #1807 - New Jerusalem Elementary School Distric(Insight@San Joaquin)	Bill	04/11/2024	AR24-00025		(41,668.59)
	Bill Payment	04/12/2024	1807		41,668.59
					0.00
Bill Payment #1821 - School Pathways LLC(Insight@San Joaquin)	Bill	04/24/2024	140-INV6385		(5,664.05)
	Bill Payment	04/25/2024	1821		5,664.05
					0.00
					0.00
Total					139,767.98

Transaction Summary Insight at San Joaquin

Vendor	Amount
Pitney Bowes Bank Inc Purchase Power	667.11
Law Offices of Young, Minney & Corr, LLP	620.25
AppleOne Employment Services	478.92
Barrington Staffing Services	462.83
UPS	118.19
Bill.com	110.38
FusionPlus Inc	92.45
DataBasics, Inc.	50.98
Certified Languages International	46.50
DROPBOX, INC.	43.72
The Back Room Inc	42.40
Supreme Facility Services, Inc.	40.56
De Lage Landen Financial Services Inc.	31.91
AT&T Mobility	29.50
Comm-Core	24.87
Ontario Refrigeration	23.34
Amazon	23.28
Carmen Gomez Ruiz	22.19
Texthelp	21.78
Southern California Edison	21.47
UBEO Business Services	20.82
Staples	20.79
ISAFE Enterprises LLC	18.49
Quill Corporation	16.98
City of Simi Valley	12.88
Braille Abilities, LLC	11.02
Verizon Wireless	9.90
VistaPrint	7.53
Urbane Café	7.31
Sparkletts	7.11
Costco Delivery	6.97
Western Exterminator Company	6.15
ULINE	5.59
Waste Management	5.18
ADT Commercial	4.86
School Services of California, Inc.	3.08
Paper Recycling & Shredding	2.66
Crisis Prevention Institute	2.46
Pitney Bowes Global Financial Services	2.44
National Pen Co.	2.24
GrubHub - Western Bagel	1.82
Doctors Wellness Company LLC dba WellnessMart MD	1.53

Transaction Summary
Insight at San Joaquin

Vendor	Amount
Smart & Final	1.05
B&B Do It Center	0.69
GrubHub - CVS	0.20
Grand Total	3,152.39

Transaction Details
Insight San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	LSI
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3001 LLC 3002	March March (3/17, 3/31)	600.00 1,200.00	7.40 14.79
Operations and Housekeeping Services Total						1,800.00	22.19
Carmen Gomez Ruiz Total						1,800.00	22.19
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 569405 LLC 570986	March (3/14) April (4/4)	108.00 108.00	1.33 1.33
Office Expense Total						216.00	2.66
Paper Recycling & Shredding Total						216.00	2.66
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E114 LLC 000073Y68E124 LLC 000073Y68E134 LLC 000073Y68E144 LLC 000073Y68E154 LLC 000073Y68E164	March (3/16) March (3/23) March (3/30) April (4/6) April (4/13) April (4/20)	630.58 1,277.29 293.82 749.12 2,298.71 1,377.91	7.77 15.75 3.62 9.23 28.34 16.99
			280 SPED	LLC 0000V9159W114 LLC 0000V9159W124 LLC 0000V9159W134 LLC 0000V9159W144 LLC 0000V9159W154 LLC 0000V9159W164	March (3/16) March (3/23) March (3/30) April (4/6) April (4/13) April (4/20)	525.84 333.34 81.17 306.70 396.54 270.14	10.03 6.36 1.55 5.85 7.56 5.15
Shipping Total						8,541.16	118.19
UPS Total						8,541.16	118.19
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 6880833-0283-8 LLC 6880833-0283-2	April April	167.38 253.00	2.06 3.12
Operations and Housekeeping Services Total						420.38	5.18
Waste Management Total						420.38	5.18
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 43486 LLC 43503 LLC 43521 LLC 43541	March (3/17) March (3/24) March (3/31) April (4/7)	6,267.40 5,502.03 1,331.90 4,364.56	77.26 67.82 16.42 53.80
			280 SPED	LLC 43486 LLC 43503 LLC 43541 LLC 43562	March (3/17) March (3/24) April (4/7) April (4/14)	2,439.20 2,439.20 2,439.20 4,988.65	46.51 46.51 46.51 61.50
Outside Service Total						32,211.34	462.83
Barrington Staffing Services Total						32,211.34	462.83
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1009	April	7,500.00	92.45
Outside Service-General Total						7,500.00	92.45
FusionPlus Inc Total						7,500.00	92.45
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 9535 LLC 9650	March March	7,667.50 1,875.00	0.00 620.25
			280 SPED	LLC 9535	March	1,000.00	0.00
Legal Fees Total						10,542.50	620.25
Law Offices of Young, Minney & Corr, LLP Total						10,542.50	620.25
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts	LLC FT9306530 LLC FT9306531 LLC T-930650071	January February April	975.00 575.00 13,064.28	0.00 0.00 0.00
Outside Service-General Total						14,614.28	0.00
Document Tracking Services Total						14,614.28	0.00
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9960745045	March	803.28	9.90
Telephone - Administration Total						803.28	9.90
Verizon Wireless Total						803.28	9.90
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp-ELD Services	LLC 74586033124	March (3/31)	2,820.00	46.50
Outside Service-General Total						2,820.00	46.50
Certified Languages International Total						2,820.00	46.50
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1085891	April	2,017.85	24.87
Communications Total						2,017.85	24.87
Comm-Core Total						2,017.85	24.87
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3866	April	3,290.00	40.56
Operations and Housekeeping Services Total						3,290.00	40.56
Supreme Facility Services, Inc. Total						3,290.00	40.56
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	112-5978316-6210662 111-9598814-2611490 111-3173275-5553818 112-8755282-6652257 112-8602987-7220247 112-3889654-3128225 112-4634501-6809861 112-9348225-9213868 112-8432746-1888267 112-2409479-6906667 111-5671886-5706607 112-6289176-9817869 113-7437502-3675465 111-5945420-7601026	March March March April April April April April April April April April April April	13.80 42.89 0.00 137.66 42.85 163.35 21.33 21.44 146.33 40.94 24.94 183.40 804.36 245.26	0.17 0.53 0.00 1.70 0.53 2.01 0.26 0.26 1.80 0.50 0.31 2.26 9.92 3.02
Office Expense Total						1,888.55	23.28
Amazon Total						1,888.55	23.28
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 37558056 LLC 37558598 LLC 38026888 LLC 38028306 LLC 38054686	March (3/05) March (3/05) April (4/3) April (4/3) April (4/3)	601.44 156.02 23.73 560.19 36.42	7.41 1.92 0.29 6.91 0.45
Office Expense Total						1,377.80	16.98
Quill Corporation Total						1,377.80	16.98
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 032824 LLC 6655229805	April April	645.05 1,748.36	7.35 21.55
Communications Total						2,393.41	29.50
AT&T Mobility Total						2,393.41	29.50
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-2779	March	3,440.00	42.40
Outside Service-General Total						3,440.00	42.40
The Back Room Inc Total						3,440.00	42.40
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6833967	March (3/9)	5,401.10	66.58

Transaction Details
Insight San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SJ
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside	101 General	LLC 01-683898	March (3/9)	2,681.80	33.06
				LLC 01-6838504	March (3/16)	5,419.54	66.81
				LLC 01-6838505	March (3/16)	2,413.20	29.75
				LLC 01-6845640	March (3/23)	5,431.00	66.95
				LLC 01-6843641	March (3/23)	2,682.64	33.07
				LLC 01-6852660	April (4/6)	5,677.80	69.99
				LLC 01-6852661	April (4/6)	2,683.48	33.08
				LLC 01-6857453	April (4/13)	3,777.76	46.57
				LLC 01-6857454	April (4/13)	2,683.20	33.08
	Outside Service Total					38,851.52	478.92
AppleOne Employment Services Total						38,851.52	478.92
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0866	March (3/31)	124.00	1.53
	Outside Service-General Total					124.00	1.53
Doctors Wellness Company LLC dba WellnessMart MD Total						124.00	1.53
Western Exterminator Company	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 58426867	March (3/06)	249.60	3.08
				LLC 59482295	April (4/9)	249.60	3.08
	Operations and Housekeeping Services Total					499.20	6.15
Western Exterminator Company Total						499.20	6.15
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24046730730	April	1,381.00	110.38
	Dues and Memberships Total					1,381.00	110.38
Bill.com Total						1,381.00	110.38
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 041124	March	1,741.80	21.47
	Utilities Total					1,741.80	21.47
Southern California Edison Total						1,741.80	21.47
School Services of California, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0141352-IN	April	250.00	3.08
	Outside Service-General Total					250.00	3.08
School Services of California, Inc. Total						250.00	3.08
UILNE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 176776294	April (4/11)	453.12	5.59
	Office Expense Total					453.12	5.59
UILNE Total						453.12	5.59
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 SUPP - Student Training	LLC 5296713	March (3/21)	4,780.00	0.00
	Teacher Training Total					4,780.00	0.00
Solution Tree Total						4,780.00	0.00
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	4232024	April	85.27	1.05
	Office Expense Total					85.27	1.05
Smart & Final Total						85.27	1.05
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 82362319	April	2,588.36	31.91
	Equipment Rental Expense Total					2,588.36	31.91
De Lage Landen Financial Services Inc. Total						2,588.36	31.91
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0813026	April	4,135.40	50.98
	Outside Service-General Total					4,135.40	50.98
DataBasics, Inc. Total						4,135.40	50.98
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1025033067	March (3/21)	162.99	2.01
				LLC 8106620631	April (4/3)	35.00	0.43
	Office Expense Total					197.99	2.44
Pitney Bowes Global Financial Services Total						197.99	2.44
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 24-31386	March (3/11)	42.90	0.00
	Printing Expense Total					42.90	0.00
City Printing Graphics Total						42.90	0.00
ADT Commercial	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 154190298	March (3/10)	394.23	4.86
	Operations and Housekeeping Services Total					394.23	4.86
ADT Commercial Total						394.23	4.86
Expedited Reports	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 1092	March (3/17)	1,560.00	0.00
	Subagreements for Services Total					1,560.00	0.00
Expedited Reports Total						1,560.00	0.00
Interpreters Unlimited	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	280 SPED	LLC 380577	February	215.25	0.00
	Outside Service-General Total					215.25	0.00
Interpreters Unlimited Total						215.25	0.00
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW30670M	April (4/1)	863.00	10.64
				LLC GW29903	April (4/11)	1,030.35	12.70
	Operations and Housekeeping Services Total					1,893.35	23.34
Ontario Refrigeration Total						1,893.35	23.34
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 031724	March (3/17)	33,922.70	418.17
				LLC 8000-9090-1005-2145 041824	April (4/16)	54,117.70	667.11
	Postage Total					88,040.40	1,085.28
Pitney Bowes Bank Inc Purchase Power Total						88,040.40	1,085.28
Resonant Education, LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC 1682	February (2/23)	3,500.00	0.00
	Non K12 Curriculum Total					3,500.00	0.00
Resonant Education, LLC Total						3,500.00	0.00
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 031724	March (3/17)	282.29	3.48
				LLC 15182654 041424	April (4/14)	576.56	7.11
	Office Expense Total					858.85	10.59
Sparkletts Total						858.85	10.59
Staples	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3561435475	March (3/06)	1,552.73	19.14
				LLC 3561503190	March (3/07)	129.02	1.59
				LLC 3561503191	March (3/07)	1.14	0.01
				LLC 3561570844	March (3/08)	1,686.34	20.79
	Office Expense Total					3,369.23	41.53
Staples Total						3,369.23	41.53
Texthelp	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	280 SPED	LLC 72522	March (3/14)	2,143.26	21.78
	Dues and Memberships Total					2,143.26	21.78
Texthelp Total						2,143.26	21.78

Transaction Details
Insight San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SJ
		56328 Program Fees & Other Instructional: Program Fees - School Events Expense	330 SUPP - Engagement	LLC 33451	March (3/18)	1,500.00	0.00
The Boomerang Project	School Event					1,500.00	0.00
The Boomerang Project Total	School Event Total					1,500.00	0.00
		56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	280 SPED	LLC IN509353	March (3/04)	55.50	0.00
Therapro Inc	Non K12 Curriculum					55.50	0.00
Therapro Inc Total	Non K12 Curriculum Total					55.50	0.00
		56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	330 SUPP - Engagement	LLC 457061	April (4/3)	1,058.25	0.00
Academic Excellence	Non K12 Curriculum					1,058.25	0.00
Academic Excellence Total	Non K12 Curriculum Total					1,058.25	0.00
		56313 Program Fees & Other Instructional: Program Fees - Professional Development	101 General	LLC NAIN-039537 LLC NAIN-065897	October (10/19) March (3/20)	199.45	2.46
Crisis Prevention Institute	Teacher Training					3,698.00	0.00
Crisis Prevention Institute Total	Teacher Training Total					3,897.45	2.46
		55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC IVC12025932	March (3/26)	1,500.00	18.49
ISAFE Enterprises LLC	Dues and Memberships					1,500.00	18.49
ISAFE Enterprises LLC Total	Dues and Memberships Total					1,500.00	18.49
		13514 Prepaid Other	560 Title I	LLC 20954	June (6/1)	9,072.00	0.00
Localist Corporation	Prepaid Other					9,072.00	0.00
Localist Corporation Total	Prepaid Other Total					9,072.00	0.00
		56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	310 SUPP - CRE	LLC 204878	April (4/2)	310.00	0.00
National Technical Honor Society	Non K12 Curriculum					310.00	0.00
National Technical Honor Society Total	Non K12 Curriculum Total					310.00	0.00
		56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	310 SUPP - CRE	LLC 25181691	April (4/5)	9,650.00	0.00
NCS Pearson, Inc.	Non K12 Curriculum					9,650.00	0.00
NCS Pearson, Inc. Total	Non K12 Curriculum Total					9,650.00	0.00
		56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	310 SUPP - CRE	LLC 1768	March (3/19)	1,147.50	0.00
Simple Training, Inc.	Non K12 Curriculum					1,147.50	0.00
Simple Training, Inc. Total	Non K12 Curriculum Total					1,147.50	0.00
		56328 Program Fees & Other Instructional: Program Fees - School Events Expense	330 SUPP - Engagement	LLC 412024-1	April (4/9)	720.00	0.00
AEG Management Bakersfield LLC	School Event					720.00	0.00
AEG Management Bakersfield LLC Total	School Event Total					720.00	0.00
		51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 04222024	April (4/22)	1,080.75	11.02
Braille Abilities, LLC	Subagreements for Services					1,080.75	11.02
Braille Abilities, LLC Total	Subagreements for Services Total					1,080.75	11.02
		53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 109162-51067613 70763956	April (4/10)	1,044.93	12.88
City of Simi Valley	Utilities					1,044.93	12.88
City of Simi Valley Total	Utilities Total					1,044.93	12.88
		54811 Computer & Maintenance Expense : Repairs & Maintenance	753 ARP ESSER III	LLC 32538834	April (4/18)	1,800.00	43.72
DROPBOX, INC.	Computer Expense					1,800.00	43.72
DROPBOX, INC. Total	Computer Expense Total					1,800.00	43.72
		13514 Prepaid Other	560 Title I	LLC 24-13698	April (4/16)	555.00	0.00
LiveBinders, Inc	Prepaid Other					555.00	0.00
LiveBinders, Inc Total	Prepaid Other Total					555.00	0.00
		55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 4475647	April (4/12)	1,689.28	20.82
UBEO Business Services	Equipment Rental Expense					1,689.28	20.82
UBEO Business Services Total	Equipment Rental Expense Total					1,689.28	20.82
		56303 Program Fees & Other Instructional: Miscellaneous	101 General	LLC 87225	April (4/19)	3,047.07	0.00
USA Custom Pad Corp	Program Fees & Other Instructional : Miscellaneous					3,047.07	0.00
USA Custom Pad Corp Total	Program Fees & Other Instructional : Miscellaneous Total					3,047.07	0.00
		56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	280 SPED	LLC 502053	March (3/24)	298.00	0.00
Westminster Technologies, LLC	Non K12 Curriculum					298.00	0.00
Westminster Technologies, LLC Total	Non K12 Curriculum Total					298.00	0.00
		52802 Office Supplies Expense : Office Supplies - COS	101 General	81832564-7381747	March	148.00	1.82
GrubHub - Western Bagel	Office Expense					148.00	1.82
GrubHub - Western Bagel Total	Office Expense Total					148.00	1.82
		52802 Office Supplies Expense : Office Supplies - COS	101 General	76732564-0917733	March	16.00	0.20
GrubHub - CVS	Office Expense					16.00	0.20
GrubHub - CVS Total	Office Expense Total					16.00	0.20
		52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_P04V425G	April	610.52	7.53
VistaPrint	Office Expense					610.52	7.53
VistaPrint Total	Office Expense Total					610.52	7.53
		52802 Office Supplies Expense : Office Supplies - COS	101 General	1105375741	April	565.03	6.97
Costco Delivery	Office Expense					565.03	6.97
Costco Delivery Total	Office Expense Total					565.03	6.97
		52802 Office Supplies Expense : Office Supplies - COS	101 General	ONJ5KC-51H79-3U4	April	182.01	2.24
National Pen Co.	Office Expense					182.01	2.24
National Pen Co. Total	Office Expense Total					182.01	2.24
		52802 Office Supplies Expense : Office Supplies - COS	101 General	4212024	April	56.27	0.69
B&B Do It Center	Office Expense					56.27	0.69
B&B Do It Center Total	Office Expense Total					56.27	0.69
		52802 Office Supplies Expense : Office Supplies - COS	101 General	117865	April	592.87	7.31
Urbane Café	Office Expense					592.87	7.31
Urbane Café Total	Office Expense Total					592.87	7.31
Grand Total						255,690.23	3,152.39

APPROVED

**TO: INSIGHT AT SAN JOAQUIN
GOVERNING BOARD**

BOARD REPORT # 06

VIA: INSIGHT STAFF

June 14, 2024

SUBJECT: Approve Re-allocation of Special Education Funding for Fiscal Year 2023-24.

PROPOSAL:

It is proposed that the Governing Board of Insight at San Joaquin approve the attached resolution to reallocate base special education funding for 2023-24.

BACKGROUND:

El Dorado County Charter SELPA's special education funding allocation plan authorizes Insight Schools of California to change the distribution of state and federal base special education funding to charter LEAs within its authority.

BUDGET IMPLICATIONS:

Insight at San Joaquin will receive an additional \$150,000 in base special education funding reallocated from California Virtual Academy at San Joaquin.

RECOMMENDATIONS:

It is recommended that the Governing Board approve the attached resolution as presented.

RESPECTFULLY SUBMITTED

Kimberly Odom

Head of School

PREPARED BY:

Kimberly Odom

Head of School

Francis "Paco" Burke

Chief Business Official

PRESENTED BY:

Kimberly Odom

Head of School

Francis "Paco" Burke

Chief Business Official

**RESOLUTION TO REALLOCATE INCOME FOR FISCAL YEAR 2023-24
FOR
Insight at San Joaquin**

WHEREAS: The board of Insight at San Joaquin resolved on June 14, 2024 to allow state and federal base special education funding to be reallocated among the charters under the authority of the organization named below; and

WHEREAS: It has been deemed appropriate at this time to reallocate special education income pursuant to this authority.

THEREFORE BE IT RESOLVED: That by October 1, 2024 the income reallocation specified below occur.

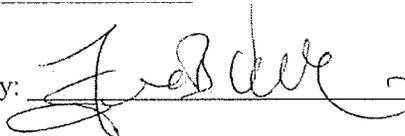
SELP Member Charter Names	CDS#	A	B	C	D
		Original State Income Allocation	Adjusted State Income Allocation	Original Federal Income Allocation	Adjusted Federal Income Allocation
California Virtual Academy at San Joaquin	39-68627-0127191	2,384,083	2,234,083	411,706	411,706
Insight at San Joaquin	39-68627-0133116	210,484	360,484	30,223	30,223
TOTALS		2,594,567	2,594,567	441,929	441,929

Voice Vote:

Ayes: 3 No: 0

Date: 6/14/2024

Certification of Board Secretary:



Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 6/14/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Fred Vallergera				X		
Bill Bushman	X					X
Deanna Vallergera	X				X	
Jason Jones	X					

**TO: INSIGHT AT SAN JOAQUIN
GOVERNING BOARD**

APPROVED

BOARD REPORT # 09

VIA: INSIGHT STAFF
June 14, 2024

SUBJECT: 2024-2025 Parent Student Handbook

PROPOSAL: It is proposed that the Governing Board of Insight at San Joaquin approve the Parent Student Handbook for the 2024-2025 school year.

BACKGROUND: The Parent Student Handbook is included in the school's Back to School Packet and provides families with an overview of the school and its procedures and policies.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the 2024-2025 Parent Student Handbook.

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

Kimberly Odom
Head of School

PRESENTED BY:

Morgan Vincent
Academic Admin

Ayes: 3

No: 0

Abstain: 0

Approved: Yes No Abstain Absent Moved Second
Witnessed: Casey Robinson Date: 6/14/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Fred Vallerga				X		
Bill Bushman	X					X
Deanna Vallerga	X				X	
Jason Jones	X					

SY24-25 Parent Student Handbook

Summary of Changes

Change	Section	Page #
Updated school year	Title, Table of Contents	1, 2
Updated academic calendar	Academic Calendar	6
Changed MKV liaison and contact info	McKinney-Vento	30
Updated work permit contact email address	Work Permits	32
Added Academic Probation process	RAISE Tiers	33
Updated assessment dates	Assessment Window	46
Removed Personal Finance/Consumer Math requirement due to changing course offerings in math in the new year	Senior Portfolios	50



Insight[®]

SCHOOLS OF CALIFORNIA

POWERED BY K¹²

**Insight Schools of California
Parent/Student Handbook
2024-2025**

Insight Schools of California
50 Moreland Road
Simi Valley, California 93065
Tel: (805) 581-0202
Fax: (805) 581-0330
<http://ca.insightschools.net/>

This Parent Student Handbook and all policies herein was reviewed and approved by the charter school board June 2023.

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Welcome to Insight Schools of California

Welcome to Insight Schools of California! This handbook is designed to help you begin and continue your relationship with the Insight Schools of California. Members of the ISCA faculty and administration developed this handbook with input from students and their families, and ISCA does reserve the right to make amendments to this handbook as necessary. Its purpose is to clarify expectations – something we believe is an important step at the beginning of any new relationship.

The Insight Schools of California is a unique form of public charter school. Thus, for a good part of the time, we will work together remotely. One of the challenges of working together remotely is trust, and trust comes from the sharing of critical information, good and regular communications, the setting of clear expectations, and living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building a community of trust.

If you have any questions or concerns throughout the school year, please contact the Insight Schools of California Offices in Simi Valley, and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

Insight Schools of California
50 Moreland Road
Simi Valley, California 93065
<http://ca.insightschools.net/>
Tel: (805) 581-0202
Fax: (805) 581-0330

2023-2024 Academic Calendar

First Day of School (Start of Trimester 1)	August 15, 2024
Labor Day	September 2, 2024
Columbus Day	October 14, 2024
Veterans Day	November 11, 2024
End of Trimester 1	November 8, 2024
Non-Instructional Days	November 12-13 , 2024
Start of Trimester 2	November 14, 2024
Thanksgiving Break	November 25 – December 2, 2024
Winter Break	December 23, 2024 – January 3, 2025
Martin Luther King's Day	January 20, 2025
Presidents' Day	February 17, 2025
End of Trimester 2	February 28,, 2025
Non-Instructional Days	March 3-4, 2025
Start of Trimester 3	March 5, 2025
Spring Break	April 14-21, 2025
CAASPP Testing (state testing)	TBD
Memorial Day	May 26, 2025
Last Day of School (End of Trimester 3)	June 6, 2025

Overview of Insight

Insight Schools of California serves 21 counties in the state of California: Inyo, Kern, Kings, Los Angeles, San Bernardino, San Luis Obispo, Santa Barbara, Tulare, Ventura, Riverside, Orange, San Diego, Imperial, Santa Clara, Stanislaus, Alameda, San Joaquin, Calaveras, Amador, Contra Costa and Sacramento. ISCA operates as a DASS (Dashboard Alternative School Status) school. As a DASS school, students are not eligible to enter UC/CSU upon graduation. They must first attend a community college and then transfer into these institutions. ISCA specializes in serving at-risk high school students. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. We hope to one day serve every at-risk student in the state of California.

Each of our schools is a public charter school that is funded by state tax dollars and governed by California charter-school, independent study and applicable federal laws.

Each of our schools has a Board of Directors comprised of parents and community members who are passionate about providing additional educational options to the students of California.

Our school office is located in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the Insight Schools of California faculty work from their homes and live within driving distance of the students in their class – thus enabling them to build a local school community in their area.

Vision Statement

Insight Schools of California envision empowering students to be self-directed and resourceful learners. Through an engaging and supportive environment, while providing continuous opportunities for success, our students overcome challenges and become fulfilled and conscientious members of the community.

Mission Statement

Be The Reason

Insight Schools of California are dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our schools provide students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight Schools of California at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at-risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

Expected Schoolwide Learner Outcomes

Insight Schools of California care about education and our students. Insight students are:

Critical Thinkers who...

- Acquire the skills and their post-secondary education.
- Develop and use effective learning strategies and higher level critical thinking and reasoning skills

Active Community Members who...

- Participate and attend community outreach, clubs, and outings.

Responsible and Capable Workers who...

- Exhibit good study/work habits through regular attendance, consistent progress, and effective time management which leads to graduation
- Set appropriate and realistic education, career, and personal goals and priorities

Engaged Learners who...

- Are actively attending their courses and making consistent progress.
- Grow academically in the areas of mathematics, reading, Language Arts and writing

ISCA Faculty

We believe that a collaborative relationship between you and your teacher(s) is a vital piece to the overall success of every student. Your academic advisor has a wealth of knowledge, and thus should be your first point of contact for all questions. The ISCA faculty and staff are committed to establishing a team effort to ensure that students are making progress and demonstrating compliancy in all areas.

Teacher Responsibilities

- Guide and direct students through the online school platforms
- Provide instructional support using the Common Core and CA state standards
- Facilitate academic conferences
- Review student submitted work and provide constructive feedback on a regular basis
- Maintain school work day Monday through Friday 8:30 am – 4 pm
- Respond within 24 school day hours to all communications, including email and phone
- Inform you of school updates/information
- Plan and attend outings/field trips
- Administer state required assessments
- Provide support in all areas of successful student learning and achievement
- Complete report cards each term
- Meet students in an online classroom for individual or small group instruction
- Administer various academic assessments as part of the ongoing evaluation of progress and mastery

- Model specific practices that will support instruction
- Provide interventions, recommendations, and individualized support for students who may be struggling

Communication

Ongoing and consistent communication is required between student, parent (learning coach), and teacher(s) for school compliancy. School communication includes, email, telephone (leaving a voicemail when necessary), School Announcements, Newsletters, and Workshops (in person and online via Class Connect).

Notice of Language Assistance Services for Parents

ISCA provides families with free language assistance services with respect to information about school programs and activities. All parents and guardians of ISCA students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

Requesting an Interpreter

ISCA has contracted with an over-the-phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services in a timely manner.

Questions or Concerns

ISCA staff recognizes life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. ISCA staff also realizes parents and students do not always know what to do or where to seek out answers and often give up and become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a concern.

Step 1: All student educational concerns and issues should first be directed to the student's academic advisor. If an ISCA teacher cannot resolve the issue (e.g. materials or course placement), he or she directs the parent/learning coach to the appropriate contact for assistance. The ISCA teacher will monitor the concern to ensure resolution. Parents/Learning Coaches should directly contact K12 Technical Support for problems with school computers.

Step 2: If the issue or concern is about the ISCA teacher, parents/learning coaches are advised to contact a High School Lead Teacher.

Step 3: If the concern is not resolved at the teacher or lead teacher level, parents/learning coaches are advised to contact the School Academic Administrator.

Escalation Matrix for Family Support

If at any time you need support, your academic advisor is your first point of contact. However, there are also additional ways to get the information you need:

- **Materials questions:** Parents can visit <http://myinfo.k12.com> to check the status of material shipments and view tracking information. For further questions, call K12 Customer Support at (866) 512-2273.
- **Backordered items:** To view a list of backordered items, visit: <http://help.k12.com/support-topics/materials/receiving-materials/track-shipping-status-materials-computer-equipment>
- **Online School Access Issues:** Contact K12 Customer Support at (866) 512-2273.
- **Learning Coach Videos:** Visit <http://www.k12start.com/get-started/>

Enrollment in Insight Schools of California

The Insight Schools of California is a public school of choice. Insight Schools of California operates as a DASS (Dashboard Alternative School Status) School. The focus of ISCA is to serve the at-risk student.

ISCA's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the Insight Schools of California. We strongly encourage our families to attend a parent information session in their area or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand Insight Schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at <http://ca.insightschools.net/> or call our school office at (805) 581-0202.

Insight Schools of California does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, foster status, ancestry or marital status, in any of its policies, procedures or practices. Concerns or questions can be directed to Kimberly Odom, Head of School. ISCA provides a free, appropriate public education (FAPE) to all its students. All students, however, need to be able to meet the enrollment requirements.

The McKinney-Vento Homeless Education Assistance Act requires schools to remove all barriers to enrollment, attendance, and school success for homeless students. Students and families identified as homeless are provided with enrollment assistance, supplementary academic supports, case management, and referrals to outside agencies. Contact Melisse Burns, Homeless Liaison, for information regarding assistance at meburns@caliva.org.

ISCA enrolls grades 9-12. Student enrollment forms for the Insight Schools of California are available online at <http://ca.insightschools.net/>. Enrollment packages must be completed in full and submitted with all required documentation prior to enrollment acceptance.

Questions regarding the status of your enrollment should be directed to the ISCA offices. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA); however, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education department will contact you to ensure proper placement of your student in our program.

Concurrent enrollment in another public or private school is prohibited at the Insight Schools of California and will cause the student to be withdrawn. Students must also reside within Insight Schools of California boundaries to maintain enrollment. This does not include college-level course work. Please refer to enrollment requirements.

Fees

The Governing Board of the Insight Schools of California recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including: additional computer peripherals, assistive technologies and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the educational program.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

Health and Immunization

California law requires that an immunization record be presented before a child can be enrolled in school. The School requires that written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)

- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox) (persons already admitted into California Public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).
- TDAP (pertussis) (The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.)

The School's verification of immunizations is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

- The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

High School Enrollment

- Insight Schools of California are a public school of choice
- There is no discrimination in the admission of students to the school based on race, creed, color, national origin, handicapping condition or gender.
- Insight Schools of California provides a free, appropriate public education to all its students
- Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program.
- Students may only be enrolled in ISCA and not concurrently enrolled in another school, public or private (unless prior permission is given for a junior college).
- Parent(s), Guardian(s) and/or learning coach is responsible for ensuring that the child is attending school (actively engaged and completing assignments and progress in curriculum) for at least 6 hours per day in the instructional program.

Enrollment Requirements:

Parent wishing to enroll their children in Insight Schools of California must ensure:

- Student must enroll in and maintain a minimum of 4 content courses/20 credits per trimester in ISCA.
- Student must reside within a county ISCA serves and provide proof of residency.
- If a student moves while attending ISCA, a new proof of residency must be submitted within 10 school days.
- All required documentation must be received by our Simi Valley office (i.e. transcripts, proof of age and residence) within 30 days of submitting application.
- All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in revocation or halting of enrollment.
- Enrollment in ISCA is contingent upon the Student, Parent and Teacher signing an Independent Study Master Agreement Form (ISMA) prior to the commencement of instruction and services.
- Failure to sign and return an ISMA within the first 5 days after the student start date enrollment approval for new students will result in the deactivation of the student's account. The signed ISMA finalizes and completes the initial enrollment process. An ISMA must be signed within the first 5 school days a student is enrolled in ISCA.
- ISCA does not give partial credit for students leaving prior to the end of a trimester.
- Access to high speed Internet is required for students to complete coursework.

Placement Process:

- ISCA must have transcripts from previous schools prior to determining placement.
- ISCA has the authority to review report cards and transcripts to determine appropriate placement.
- Students will be placed in the grade level corresponding to their cohort year

Attendance:

- Attendance must be monitored daily in the ISCA Online School by parent, guardian or learning coach.
- Students are required to login and attend school Monday through Friday, as outlined on the school calendar.
- Students are expected to complete a minimum of 6 hours per day which includes completing lessons, attending live sessions and turn in assignments.
- Attendance is monitored daily by Insight staff and teachers. Please be aware that communications regarding tardiness and/or absences of your student(s) will occur frequently to ensure daily attendance enrollment requirements are met.
- If a student works offline, the learning coach may submit electronically an offline work log (OWL) and submit the log to the school.
- Students must have submitted an approved travel plan to their academic advisor for any

extended family travel two weeks prior to leaving, except if travel occurs during normal school vacations and holidays (failure to do so may result in the withdrawal of your student from the school).

- Students must attend school and complete coursework during travel time. Parent, guardian and/or learning coach must be available by phone and/or Internet for communication.

Progress:

- Students will complete and/or submit all daily lessons in all courses.
- Students will make continuous progress (be actively engaged, completing assignments and submitting assignments) in each course for each school day.
- Students will use the K12 curriculum exclusively and/or K12 contracted curriculum.
- Students must submit coursework at the direction of the teacher.
- Students must attend required live Class Connect sessions (or watch recordings in case of excused absence) and meetings as assigned by teachers/staff.

Learning Coach Expectations and Responsibilities to Student and ISCA:

The following expectations were initialed on your student's enrollment paperwork and agreed to when you enrolled your student in ISCA:

- I understand that I am enrolling my student in a public school with attendance requirements that I am expected to meet.
- I understand that my students must participate in all assessments
- I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it.
- I expect to have the guidance and support of a professional teacher in implementing the K12 curriculum with my student.
- I understand that both my student and I need to check email and phone messages daily and respond within 48 hours.
- I understand that I must keep all contact information, including phone, email, and address up-to-date. If we move, I will provide Insight with an updated proof of residency within ten (10) days of the move.
- I understand that adequate and continuing student progress is an expected part of the ISCA program in addition to the required attendance hours logged. Teachers will review progress and consider other factors, including parental input, when making student advancement decisions.
- I understand that I am to participate in regular phone, online classroom and in-person (F2F) conferences with my student's teacher.
- I understand that the teacher may conduct academic assessments in order to evaluate mastery and assist my student instructionally.

- I understand that the teacher may provide research-based instructional interventions, as needed.
- I understand that sessions are recorded however, the first and last names of students are not present in the recordings.
- I understand that it is my responsibility to secure an Internet service provider and that I may be reimbursed according to the school policy.
- I will treat all ISCA staff with respect and professionalism. This includes but is not limited to:
 - Abstaining from the use of rude language (including profanity, yelling or badgering) on phone, email, coursework, Class Connect or in person
 - Refraining from threatening teachers and/or ISCA staff on phone, email, course work, Class Connect and/or in person

Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from ISCA. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll in the Insight Schools of California for the remainder of the current academic year and one academic year following.

Procedures and Policies

Attendance and Truancy

As a public charter school, ISCA is required to monitor student attendance in accordance with all applicable statutes and California Education Code. ISCA teachers and administrators monitor student attendance daily. All ISCA students must be residents of California and reside in one of the counties in which ISCA serves. Parents/Learning Coaches are required to provide proof of residence upon enrollment and when requested by the school.

Attendance is important for the success of a student. If a student does not attend school, then a student cannot succeed in school. Attendance in the Insight Schools of California is recorded in the Online School by attending classes (reviewing lessons, completing assignments) and live Class Connect sessions, and by completing offline work. It is expected that the Learning Coach is monitoring attendance in the OLS every single school day. If the student completed only offline work on a given school day, the Learning Coach must notify their academic advisor via an OWL (offline work log) including the course, assignment, and duration of time to ensure the Student Learning Log is accurately marked. If the Learning Coach does not submit the OWL for days on which only offline work is completed, the days will count as absences on the student's attendance record.

Examples of acceptable reasons for not logging attendance in the online school: personal illness/injury, hospitalization, bereavement, observation of his/her religion, family emergency, and natural disasters. In such cases the absences would be considered excused. The Learning Coach or Parent/Guardian will need to notify their academic advisor or assigned Retention Specialist to provide notice of such absence. Some absences may require verification, such as a doctor's note. Absence verification must be submitted as directed by the school.

Excessive absences interfere with the academic achievement of your child. Students who are absent more than 3 school days in the school year are considered truant. In these cases, the ISCA Administration may deem that enrollment in ISCA is not in the best interest of your child, and your child may be subject to withdrawal.

Change of Contact Information

Please notify your teacher should your contact information change and provide a proof of residence for your new address to be submitted to the ISCA office. Your teacher will notify the ISCA administrative office and we will update our records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS); therefore, it is imperative to keep this information up-to-date for effective reciprocal communication.

Computer Use Policy

Permitted Use

- ISCA shall permit the student and the responsible teaching adult to use the equipment and materials of ISCA solely for the education of the student while enrolled at ISCA and for no other purpose.
- Students and the responsible teaching adult are only permitted to visit websites for the purpose of ISCA related educational research.

Prohibited Use

- Users shall not use the equipment, software, online classrooms and other materials of ISCA to view, download, save, receive or send material related to or including any of the following:
 - Illegal activities
 - Offensive content of any kind, including pornographic material
 - Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
 - Threatening or violent behavior
 - Gambling or wagering
 - Commercial messages.
 - Religious, political or racial messages
 - Messages that misrepresent yourself
 - Download of any software on the ISCA computer
 - Websites or chat rooms that are not for the purpose of ISCA related education

Software programs may not be installed on the computer without written permission from the ISCA Technology Manager. The Technology Manager can be contacted through the ISCA office. Only software that is required by ISCA will be allowed on the ISCA computer. All other software will be prohibited. Software that was originally provided with the computer may be updated without permission.

This would include, but is not limited to, the following programs:

- Adobe Flash Player
- Adobe Reader
- Microsoft Windows XP
- Microsoft Office
- Sun Microsystems JAVA

Any unacceptable usage of the property, software and/or violation as described above regarding ISCA equipment, software, online classrooms or Network/Internet Policy (found in the enrollment paperwork and signed before enrollment) may result in disciplinary action up to and including the immediate termination of enrollment in ISCA.

Video Conferencing Guidelines

Students and guardians will be required to participate in video conferencing with staff members. Students should follow all school and classroom rules while video conferencing. When participating in a video conference, students, guardians and staff will ensure the background environment is appropriate and that attire is school-appropriate.

Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, Learning Coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Credit Recovery Policy

Students come to Insight with a variety of credits and deficiencies. The goal is to help ensure a steady path to graduation. Each course with Insight is worth 5 credits. If a student transfers to Insight needing less than 5 credits for a course the following action will take place:

- Needs 1 Credit or Fewer: Students will take the mid-term and final (or complete two projects for courses without mid-term or final). Student must earn 70% or higher on both the mid-term/final and/or project to demonstrate mastery. If the student earns a D, the student must complete the unit assessments prior to retaking the mid-term or final exam.
- The course being taken must be completed during the duration of the trimester assigned and cannot be completed early and switched out for an additional class
- Needs More Than 1 Credit: Students will take the course in its entirety to demonstrate proficiency in the full breadth of the content.
- In compliance with SB 532, a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, a pupil who is a child of a military family, or a pupil who is a migratory child, existing law requires any partial credits earned must be applied to an equivalent course.

Students who need all 5 credits in the course but fail said course in any given trimester will be required to re-take the course.

Independent Study Master Agreement (ISMA)

California Independent Study regulations require that any student enrolled in the Insight Schools of California have a signed Independent Study Master Agreement on file for each year they are enrolled. The ISMA will be sent to the family electronically for a digital signature. The student, the parent/guardian, and the ISCA teacher must sign the Independent Study Master Agreement. If a student receives special education services, (AB) 181 section 51747 states that the special education teacher of record must Additionally, should a Learning Coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA.

ISMA's must be signed within the first five days of a student's enrollment with the school or the student can be withdrawn. Please work with your teacher to ensure that your child's Independent Study Master Agreement is signed within the required time limit. All attempts to contact the family are documented in our Student Information System.

Should a student have an update to their schedule, grade level, or change schools within our service area they are required to complete an ISMA addendum within 5 school days.

Attendance/Engagement Policy

Insight Schools of California is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and/or parent/guardians are not actively engaged in our program and meeting our enrollment requirements. When there is an indication a student is not actively engaged in our program, they will be referred to our Retention and Academic Intuitive Support Experts (RAISE) team. The RAISE team will work with the student and family to attempt to bring the student back into compliance.

Indications that a student is not actively participating in our program include: non-attendance (3 or more days), missing or refusing to schedule meetings, being unable to contact, and/or not meeting additional enrollment requirements. Once a student is not actively engaged they will be moved into the Tiers of the RAISE support process.

Missing Attendance

- 3 days of missing attendance – Student and Learning Coach will receive an email indicating truancy with the school.
- 10 days of missing attendance – Student is moved into Tier II of RAISE process. At this time, the student and parent will receive a letter via mail and email indicating the student is severely truant and they are on the path to academic probation. Students in Tier II must adhere to all components of the Back on Track (BOT) plan with their academic advisor and RAISE.

15 days of missing attendance – Student is moved into Tier III of RAISE and at this time an Educational Conference is scheduled. This conference is conducted by the Academic Administrator and/or designees. The purpose of this conference is to collaborate with the student and LC/LG to review attendance and non-compliance and move forward with a plan to help the student come back into compliance. The Academic Administrator or designee shall provide written notification, via email, to the parent/guardian or adult student regarding the outcome of the conference. Failure to attend this required Educational Conference may result in administrative review for withdrawal. Student has not become actively engaged with the program per the outlined Back on Track Plan (BOTP) in Tier II. At this time, the student and parent will receive notification of officially moving to Tier III and academic probation placement. Students have 5 days to become actively engaged. Students must adhere to all components of the Back on Track Plan (BOTP) with their academic advisor and RAISE.

20 days of missing attendance – Student is moved to Tier IV of RAISE. This is the final tier within RAISE support. The student is moved to this tier if all previous support efforts and interventions have not been heeded; thus, qualifying the student for potential administrative withdrawal due to lack of compliance.

All communication attempts throughout the attendance process are documented in our Student Information System.

Tier IV Conference

At the Conference, the parent/guardian or adult student shall be informed of the reason for the Conference and the evidence supporting a finding that independent study is not in the pupil's best interest. If the Pupil and/or representative do not attend the Conference, the Academic Administrator or designee will review the relevant information and make a determination in the Pupil's absence/missed assignments.

The Pupil and/or his/her representative shall be given the opportunity to present information and/or witnesses to the Academic Administrator or designee either orally or in writing or both during the Conference. The Academic Administrator or designee shall take any information presented by the parent/guardian/adult student into consideration when determining whether it is in the best interest of the pupil to remain in independent study. Additional factors to be considered include but are not limited to the following:

- a) pupil's grades at the time of the evaluation
- b) teacher observation/feedback
- c) standardized testing data
- d) pupil's progress in independent study curriculum

The Academic Administrator or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The Academic Administrator or designee may:

- a) find independent study is in the Pupil's best interest,
- b) place the Pupil on attendance probation to be evaluated again at the next attendance period if the pupil continues to fail to engage in daily activities,
- c) use other alternatives to improve attendance, or
- d) find that it is not in the Pupil's best interest to remain in independent study.

If the Academic Administrator or designee finds that it is not in the pupil's best interest to remain in independent study, then the pupil shall be withdrawn from enrollment at the Charter School and the parent/guardian or adult student shall immediately enroll in a site based program through the local school district or other appropriate educational program.

Appeal:

The Academic Administrator or designee's decision shall be subject to an appeal by the parent/guardian (or adult student). The parent/guardian or adult student shall submit a written request to the Academic Administrator, outlining the reasons for the appeal.

Upon receipt of a request for an appeal hearing, the Academic administrator shall review all the presented material and make a final decision after a final review. The final decision by the Academic Administrator shall be made within ten (10) school days following the conclusion of the final review. The Pupil/LC shall

be informed in writing of the Academic Administrator's decision, via email. The decision of the Academic Administrator will be final.

Discipline

This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. During in-person activities or state testing, unruly student behavior can result in removal from the event and immediate pick-up by the legal guardian. It is the policy of Insight Schools of California to avoid restraint and seclusion of its students by all means necessary, except in situations in which the student is an immediate threat to him/herself or others.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School 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.

Title IX and Non-Discrimination

Title IX Grievance Process

Insight Schools of California ("ISCA") complies with the policy of the State of California to afford all persons in public schools, regardless of their 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, equal rights and opportunities in the

educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination on the basis of 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 in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.) Further, the Insight schools do not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto.

ISCA complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, which prohibits discrimination on the basis of sex which can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. ISCA's policy specifically prohibits discrimination, harassment, intimidation, and bullying based on the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation. Discrimination, harassment, intimidation or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. ISCA prohibits discrimination, harassment and bullying in the school environment, whether or not it initially occurred off school grounds or outside the ISCA's education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

Insight Schools of California are committed to providing a safe environment in which students can learn. As such, ISCA strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, and bullying. ISCA encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any

Insight school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title IX. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.

Examples of the types of discrimination that are covered under Title IX include sex- or gender-based harassment or bullying; the failure to provide equal opportunity in athletics; discrimination in a school's courses and programs; and discrimination based on pregnancy or parenting status. To review a comprehensive list of the Title IX issues addressed by the US Department of Education's Office of Civil Rights, please review information located [here](#). The Title IX regulation is enforced by the Office of Civil Rights and is in the Code of Federal Regulations at [34 CFR Part 106](#).

Complaints or questions regarding discrimination, harassment or bullying should be directed to the ISCA

Title IX Coordinator:

Title IX Coordinator & the Office of Civil Rights

Melisse Burns

50 Moreland Rd.

Simi Valley, CA 93065

(530) 421-8165

Email: TitleIX@k12insightca.org

Grievance Procedure

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment (“grievant”) should promptly report the matter to the school’s Title IX Coordinator, a school counselor, principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

1. It is the express policy of Insight Schools of California to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilitates the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student’s behalf.
2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Insight Schools of California’s policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.
5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause

to believe that sex discrimination or sexual harassment has occurred, the Insight Schools of California shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with Insight Schools of California's Title IX principles and goals.

6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint.
7. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.
8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.
9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Insight Schools of California will take actions necessary to prevent such retaliation.

Gender Identity and Expression

In accordance with California law AB1266 and school policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to promote a safe, affirming, and healthy school environment where every student can learn.

The administrative designee shall accommodate whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression.

Married/Pregnant/Parenting Students

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.

Any education program or activity, including any class or extracurricular activity, that is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on pregnancy or marital or parental status shall be addressed through the school's uniform complaint procedures in accordance with 5 CCR 4600- 4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Pregnant and Parenting Students

- Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program.
- When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.
- Should the student require a Home/Hospital placement, the school will refer to the student to her district of residence for placement.
- A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.
- Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with the school's attendance policy.
- The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.
- A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Anti-Harassment and Anti-Bullying Policy

Insight Schools of California strives to provide a safe and welcoming environment for all students to learn. Harassment and bullying on the basis of actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.
- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Uniform Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to the Academic Administrator (AA). If the alleged harasser is the AA, the person may report the incident to the Head of Schools. A written report of the alleged incident will be developed by the Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor

if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239,
San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation Is Prohibited

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Time Limits

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

Disciplinary Action

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Head of School will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

Prevention Strategies

Insight Schools of California shall focus on the prevention of bullying and harassment by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

Training and Professional Development

As part of the school's commitment to bullying prevention, the Head of School or designee will develop training for teachers and other school staff to raise their awareness about the legal obligation of the school and its employees to prevent discrimination, harassment, intimidation, and bullying.

Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Dissemination of Information

Insight Schools of California shall notify applicants for admission and employment, students,

parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

McKinney-Vento

Insight Schools of California is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board adopted grievance policy and uniform complaint procedures outlined in this handbook.

Homeless & Foster Youth Liaison
Jaime Forrest
jaforrest@k12insightca.org
559-549-3941
50 Moreland Rd.
Simi Valley, CA 93065

Students in Foster Care

In an effort to provide educational stability, ISCA strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to continue in enrollment at the school. In addition, if a student is in grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from ISCA if he or she meets the criteria to graduate from ISCA.

In addition, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18th birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations.
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

Unable to Contact

In any school, but especially in a virtual school, regular communication with your student's teachers is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time, please notify your academic advisor and content teachers so that proper arrangements to monitor your student's progress and attendance can be made. All attempts to contact the family are documented in our Student Information System.

Due to the enrollment requirements of our school, if your teachers/academic advisor is unable to contact you for a period of time they will follow the procedure below. If after these procedures have been followed and contact has not been made, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

- Days 1- 5: Insight Schools of California will make attempts to contact through all available email and phone numbers on file, including emergency contacts.
- Day 6: If no reciprocal contact has been made by you, you will receive notification of Unable to Contact via mail and email.
- Days 6-10: Insight Schools of California will continue to make contact through all available email and phone numbers on file, including emergency contacts.
- Day 11: A second Unable to Contact letter is mailed to the address on file via certified mail. A Tier IV conference will also be scheduled at this time.

Withdrawals

If you decide to withdraw a student from ISCA (or if a student 18 years of age or older decides to withdraw him/herself), please communicate your decision through your assigned academic advisor. Your academic advisor will discuss this decision with you to ensure that your student receives the appropriate academic and attendance credit. Shipping labels required for the return of the loaned computer hardware and teaching materials will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

Work Permits

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no "Fs" as determined by prior report card, progress report, or most recent transcript.

Work permit instructions can be obtained on the counseling website at <https://sites.google.com/view/iscacounseling/work-permit> Once the work permit form has been completed and

signed by parent and employer, the request must be emailed to workpermit@k12insightca.org or faxed to 805-581-6102. Work permits take at least 10 working days to process.

Connecting Our School Community

Retention and Academic Intuitive Support Experts (RAISE)

The Retention and Academic Intuitive Support Experts team (RAISE) provides academic assistance, encouragement, and support to students and Learning Coaches when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment. Participation will be required once a student/Learning Coach is assigned to the RAISE team. Any family that fails to respond or refuses to accept RAISE assistance will be referred to administration where compliancy action will be taken and may include a student's withdrawal from ISCA.

RAISE Tiers

Tier I

Tier I students have demonstrated that they need additional support in the online/independent study modality. They are either struggling with daily attendance or low progress or a combination of both areas needed to be academically successful. These students will be required to follow their individual back on track plan that is created for them to be successful. This plan will include a daily live session requirement, at minimum one (1) to two (2) hours per course per week and action items that are tailored based on the unique student situation. Students in Tier II will be assigned a RAISE member. They will be required to follow their personalized Back on Track plan (BOTP), will meet weekly with their Academic Growth Advocate and meet assigned benchmarks.

Tier II

Tier II students are the students in need of a very focused and intense program. Tier II students have demonstrated based on attendance, low progress, or other compliancy actions the need for additional structure to become academically successful. Tier II students will meet with their RAISE support member as required, and follow all outlined supports provided by their assigned RAISE member. Tier II students will also be required to attend a minimum of two (2) to three (3) hours of live instruction per course per week and the action items that are tailored based on their unique student situation. Students in Tier II will continue to work with their assigned a RAISE member, the AGA. They will be required to follow their personalized Back on Track plan (BOTP) and meet assigned benchmarks. If students in Tier II have not responded to the AGA, a Tier II conference will be held with an administrator to discuss requirements and expectations.

Tier III

Tier III students have been through Tiers I & II with little to no success. They have demonstrated non-engagement in Insight Schools of California's program, they will be required to follow their personalized Back on Track plan (BOTP), meet with their assigned AGA, and meet assigned benchmarks.

Tier IV

Students have been through Tiers I, II, and III and are not yet passing all their courses will be required to meet with AGA and an administrator to discuss concerns at a Tier IV conference. During this conference, both the student and the Learning Coach are required to attend. During the conference, concerns regarding the student and the student's progress will be discussed.

Students who are on Academic Probation are identified as failing to pass courses and will be assigned a RAISE team member to support them in an effort to bring them into compliance and passing all courses:

- Tier 1: Passing courses
- Tier 2: Failed courses previous term and are invited to support sessions and offered Back on Track Plans (BOTPs)
- Tier 3: Continue to fail courses, required to attend Bi-weekly group sessions and will receive BOTPs
- Tier 4: Continue to fail courses, required to attend weekly individual support sessions, will receive BOTPs
- Administrative Withdrawal Review: Continue to fail courses, required to attend weekly individual support sessions, will receive BOTPs, required to attend Administrative Withdrawal Review conference with administrator

Connecting with Insight Staff

To provide a strong start for all students, parents (and students) are given the opportunity to have a one-on-one conversation with an Insight staff member. This conversation can take place over the phone, or, at parent's request, via video conference. The purpose of this conversation is to ensure students have all equipment, supplies, and account access needed to have a successful school year. At this time, enrollment requirements are reviewed, necessary documents are explained, and any questions the student or LC has are answered. A follow up email is sent after the phone meeting that will include additional information and helpful training materials.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after Insight Schools of California receives a request for access.

According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an Insight Schools of California administrative staff member. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

Education Code Section 56043(n): “ *The parent or guardian shall have the right and opportunity to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27.*”

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask Insight Schools of California to amend a record should submit this request in writing to the Academic Administrator clearly identifying the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or

eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

Exceptions which permits disclosure without consent include: 1) Disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, consultant, or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. 2) Disclosure to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

3) Disclosure to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

FERPA – Release of Directory Information

FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the school may disclose "directory information" without written consent, unless you the parent or eligible student, have advised the school in writing that you do not want all or part of the directory information disclosed. The method for objecting to disclosure of director information is specified below. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties.

Examples include:

- Shipment of computer and school materials to and from student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal law required the school to provide military recruiters, upon request, with three directory information categories – names, address, and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

- Name
- Address
- Telephone Number
- Email Address
- Photo
- Honor Roll Status
- Grade Level Activities and Clubs
- Awards

If there are certain items the school has chosen to designate as directory information that you do not want disclosed from your child's education records, without your prior written consent, please send an email identifying the information you do not want disclosed your student's name, and any edits to the Insight office.

FERPA – Filing a Complaint

Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. S.W.
Washington, D.C. 20202-4605

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of –
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use –
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Insight Schools of California have adopted these policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Student Records

Parents may view student records at any time pursuant to the Notification of Rights under FERPA (right to review records transitions to students at age 18). Please provide our office with five (5) days' notice so that the record may be pulled. According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an Insight Schools of California administrative staff member.

Students who transfer into the Insight Schools of California will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to the ISCA offices at that time.

Should you decide to withdraw from the Insight Schools of California and transfer to a new school, your new school will contact the ISCA offices to request your student's records and we

will mail the records to them.

Should you decide to withdraw from the Insight Schools of California and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

School Accountability Report Card (SARC)

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in 1998. This report card is issued annually by local school boards in California. It provides parents and other interested community members with information on at least 17 aspects of the school, its resources, successes, and areas in which improvements are needed.

The SARC will be posted on the Insight website by February 1st of each school year. Hardcopies are available upon request.

Student Services

Special Education Services

Insight Schools of California offers a full continuum of special education supports and services per all applicable federal and state laws. Insight Schools of California delivers services based on the students' Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional supports and services from the special education department. There are also alternative curriculum and placement options as appropriate. For students whose IEP requires alternative placements, this can mean Insight Schools of California may offer options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS) and/or Residential Treatment Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Insight Schools of California works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/supports for a child that is already in our special education program should be directed to your child's special education case manager.

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager. For further information regarding special education services, contact Special Education Department, via phone at the main office (805) 581-0202.

Child Find

(California Education Codes 56300-56304,
34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Our school strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state. For more information, please contact Insight Program Specialist, Brandi Bravo, at brbravo@k12insightca.org.

English Language Learners

Insight Schools of California offers a comprehensive English Language Development program for all English Language Learners. For more information, please contact the ELD program coordinator, Holly Rodriguez, via email at horodriguez@k12insightca.org or at the main office at (805) 581-0202.

Response to Intervention/Student Study Team

The first step in response to concerns expressed by either a teacher or a parent is to start the response to intervention (RTI) process in order to improve your child's performance. The RTI process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. Implementation of the RTI process limits the amount of academic failure that any student experiences. This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all ISCA families and the second tier in the RTI process. The SST is designed to address parent concerns regarding their student's academic or behavioral challenges. The SST meeting provides a forum for the parent, general education teacher, additional ISCA teachers and support staff to come together and develop additional ideas or strategies to help the student. All SST meetings are conducted via conference call. The process should be used as the first step in working with specialist to help identify a student's strengths and weaknesses. This will provide additional support to a student to enable success within the least restrictive environment, general education classroom. If you have

academic or behavioral concerns regarding your student, please contact the SST-504 Coordinator, Joe Hargrave, at jhargrave@k12insightca.org.

Student Safety and Social Emotional Care

<https://sites.google.com/view/iscacounseling/social-emotional-resources?authuser=0>

Insight provides resources, trainings, and information on a variety of student safety and social emotional supports available to students and families. Insight places a high priority on student safety and the social emotional care of students. Counselors, Academic Advisors, and Administrators are available to support students and their families at any time.

Mental Health, Human Trafficking, Suicide Prevention, and Bullying

The counseling department website houses information on mental health resources available to students and families and provides regional resources available as well. Parents and students may also locate information regarding human trafficking, suicide prevention, and bullying on the counseling site. To ensure the safety of our students, the counseling department makes every effort to address these topics during regular visits to academic advisors' whole-group live sessions. The monthly newsletter, which is sent to students and families, also contains information on mental health, trafficking, suicide prevention, and bullying resources.

Interventions

Insight Schools of California offers student-specific, individualized interventions within the context of each classroom. Teachers offer individual support and action plans to struggling students as soon as they are identified within the term. Insight also offers intervention via a supplemental program embedded in the Online High School called Stride in the areas of math, English, and science. The purpose of Stride is to motivate students toward mastery in a fun game-based design. It individualizes instruction based on student levels and allows teachers to effectively monitor student progress. If these interventions are unsuccessful, students are referred to the RAISE team for tiered, structured support.

Intervention Specialists work with students struggling to demonstrate mastery of content standards in math and English Language Arts. Students are identified for support through various means, including Star 360 assessment results, performance on course assignments, and enrollment in courses in which they have previously struggled. Intervention specialists meet with students live throughout the week, according to their needs. The goal of these interventions is to provide students with the tools and resources they need to build confidence in their abilities and increase their mastery level of grade-level standards.

Curriculum and Instruction

ISCA is committed to providing a Common Core Standards (CCS) based curriculum and solid

system of support for all students. ISCA students are provided coursework in math, English, science, and social studies. A diagnostic assessment is administered at the beginning of each student's first trimester of enrollment to determine reading and math levels in order to facilitate an individualized instructional plan for each student. Interim assessments are administered each subsequent trimester to monitor student growth and determine if additional support is needed.

Our online classroom experience is designed to extend the boundaries of the physical classroom by connecting students and teachers to create a learning partnership. The online classroom is a real-time virtual classroom environment designed for virtual education and collaboration. The online classroom technology enables all students of all ability levels to get an interactive learning experience.

ISCA offers a wide variety of student sessions, which support the K12 curriculum and are an excellent resource for students. Teachers conduct live whole group sessions as well as small group targeted sessions, during which they are available to answer questions from students and learning coaches.

- Please refer to the Classroom Code of Conduct for student behavior expectations in online classroom sessions

K12 Curriculum

Students enrolled in the Insight Schools of California use the K12® Curriculum, a curriculum program developed by K12, Inc. of McLean, Virginia. Insight Schools of California has selected the K12 curriculum for both its superior quality and the fact that it both meets and exceeds the California State Standards. The K12® Curriculum covers six subject areas (Math, Language Arts, Science, History, Art, Music, and World Language), with more than 600 lessons per grade level. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks etc. For more information about the K12® curriculum, please visit www.k12.com.

The Online School (OLS)

The OLS is the engine that drives the Internet-based ISCA school program. The OLS delivers student lessons and is where parents track their student's progress through the K12® curriculum and monitor daily attendance.

Access to the OLS requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolling students will create a username and password during the online enrollment process. In a case where a parent submits a paper-based enrollment application, they will receive their registration code via email from K12 after their child's enrollment has been approved. Returning parents/students will use their same user name and password from the prior school year.

Classroom Teacher Assignments

We will attempt to honor parent requests for classroom teacher assignments in situations where possible. If you have a special circumstance you would like to discuss, please contact the administrator for the school within the first ten days of the trimester.

Students may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

In some instances, a student may receive instruction from or be served by a teacher from an Insight school other than the student's school of enrollment.

Objectionable Material

There may come a time when you find certain lessons in a particular unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to K12 directly using the feedback button on the OLS.

Course Placement

ISCA counselors will place students in courses based on credits needed to graduate according to the most recent transcripts the counselor has access to. If students received high school credit at other schools previous to ISCA, the transcripts must be on file to ensure proper placement. Without transcripts on file, ISCA counselors will base your student's schedule off of coursework completed with ISCA. If you feel there is an error in your student's course assignment, please reach out to the counselor within the first 10 days of the trimester.

Change in Class Schedule

ISCA will consider class/schedule changes in the first ten (10) days of each new trimester for good cause.

Good cause includes, but is not limited to:

- Misplacement
- Repetition of a previous course with a passing grade
- Placement in a course prior to receipt of transcript from former district(s)
- Parent request

ISCA will not allow class/schedule changes beyond the first ten (10) days of each new trimester. All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

Withdrawing from a Course

Student requests for withdrawal from an assigned course will be reviewed and completed as deemed appropriate by assigned School Counselor. A student must maintain a full course load of four courses every trimester. To drop a course, a request must be sent directly to the student's School Counselor within the first ten days of the trimester.

Late Work & Gradebooks

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. ISCA faculty strives to support all students in this endeavor. The course instructor and/or academic advisor will work to support students with missing or late assignments. All assignments are due by 11:59 pm on the last day of each trimester unless approved by administration; however, students cannot wait until the last day to turn in all work. Students must always maintain compliancy with the enrollment requirements of the school.

Content Teachers will zero out any missing assignments in the gradebook. This is to provide an accurate reflection of your student's grade at all times throughout the trimester. If at any time you have a question on the student's grades or missing assignments, please contact the content teacher of record directly.

Concurrent Enrollment

High School Concurrent Enrollment permits high school students the opportunity to enroll in courses at a local community college. The purpose of the program is to provide "advanced scholastic," "educational enrichment opportunities for a limited number of eligible pupils" as defined by Education Code, Section 48800 and 76002.

The Intent – The intent of the Education Code in allowing concurrent enrollment is to provide high school students with accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

The Profile – Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work, work to make-up for failed high school classes or middle school classes, are not eligible and must be served by ISCA.

Remediation – The intent to take classes to make up for classes that have been failed in high school is disallowed.

Policies and Requirements for Concurrent Enrollment:

ISCA High School students wishing to enroll in a community college must meet school requirements of daily attendance, maintaining a 2.0 GPA, and passing current courses. Students

must obtain all concurrent enrollment forms from the community college to be filled out completely. Once the forms are completed they need to be sent to the student's School Counselor for approval. Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the counselor.

Students must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor prior to enrollment in each term he/she wishes to participate.

Students are limited to six units, or two classes, per semester. If the school is on a quarter system, they are limited to three units, or one class, per quarter.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from ISCA on their high school transcript.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Read the class schedule and choose a course you would like to take.
2. Obtain parent's approval for attending a college class and have them sign the concurrent enrollment form.
3. Email the concurrent enrollment form to your school counselor to obtain his/her signature and discuss your selection.
4. Complete an admissions application from the community college and take it to the Admissions & Records Office along with the high school concurrent enrollment form.
5. You will be required to take assessment tests if you enroll in English, Math, or ESL courses and you must adhere to any prerequisite requirements.
6. You must fill out a separate high school concurrent enrollment form for each term you wish to attend.
7. In order for your student to receive the credit, the ISCA office must receive the final transcript with the class taken from the community college.
8. For more information, please visit the counseling site at <https://sites.google.com/view/iscacounseling/college-planning/concurrent-enrollment>

Testing & Assessment

Assessment Window

The Assessment Window for the 2024-2025 school year is mapped out below. Any students not testing would be as a result of their enrollment date and the diagnostic test window for the student. Please note that Trimester 3 students who are newly enrolled will participate in assessments at both the beginning and end of the cohort.

Trimester	Beginning of Year Test	Middle of Year Test	End of Year Test Window
Trimester 1 Cohort 1	8/15/24 – 9/13/24	12/3/24 – 1/10/25	5/19/25 – 6/6/25
Trimester 1 Cohort 2	8/26/24 – 9/13/24	12/3/23 – 1/10/25	5/19/25 – 6/6/25
Trimester 2 Cohort 1		12/3/23 – 1/10/25	5/19/25 – 6/6/25
Trimester 2 Cohort 2		12/9/24 – 1/10/25	5/19/25 – 6/6/25
Trimester 3 Cohort 1		3/05/25 – 3/19/25	5/19/25 – 6/6/25

Diagnostic Assessment

All students enrolled will be required to take Star 360 Reading and Math assessments within two weeks of their enrollment. Students will receive a grade in each of their content courses for taking the assessments. All teachers, both advisors and content, are required to ensure their students take the assigned assessment. Teachers and administration will utilize the data from the diagnostic assessment to ensure appropriate supports are in place for all students and target for students for intervention.

Interim Assessment

Star 360 will be used throughout the year as the Formative Interim Assessment. Students selected based on the below chart are required to take both the Reading and Math assessment within the window identified.

The Formative Interim Assessments will be worth a portion of the student's total grade in each course. All teachers, both advisors and content, are required to ensure their assigned students take the assigned assessment. Teachers will meet with their High School Lead teacher both individually and within subject groups to use the data to drive instruction.

Learning Coach Assessment Proctor Responsibilities

- Be sure you have the web address, your student's username and password from your teacher
- Be sure your browser has the most updated version (Chrome, Firefox Mozilla are suggested browsers)
- Schedule time (perhaps an hour per test) during the assigned testing window provided by school
- Be sure to cover or remove any materials around the testing area that might help students answer test items. No calculators or other devices are to be used during the test unless accommodations are required. An online calculator may be provided for some questions

above a certain grade level by the program when appropriate.

- If accommodations require, the math audio may be turned on by the teacher.
- Ensure a quiet testing area during the test.
- Students may use as much pencil and note paper during the test as they wish. Be sure they have plenty.
- Discuss with your student the importance of doing his/her best in order for their teachers to identify and address any educational needs.
- **IMPORTANT:** no assistance should be given to student while taking the test once the questions start. Students may only use paper and notepaper. No other materials are allowed unless accommodations are discussed with your teacher. Parents should not read questions, answers or prompt in any way. Difficulty of questions will be adjusted based on whether students get the questions correct or not.
- You may help your student log on and select the appropriate subject(s). You may also help them turn in the test, pause the test or restart the test. If a student needs to leave the room unexpectedly while taking a test, you can stop a test by selecting Stop Test in the upper-right corner of the screen. A prompt will ask if you want to resume the test later, stop the test, or cancel the action. A student has eight days to resume a test at the point where he or she left off (the student will see a different item, however).
 - STOP THE TEST option from prompt will cancel the test and it will start from beginning next time they start
 - RESUME THE TEST LATER option will save the test and student can resume later. If prompted for a password, type ADMIN to resume
- Be sure no other programs are open on your computer, including other browsers or extra tabs.

State Standardized Tests

As members of a public charter school, our students participate in the following state standardized tests:

Grade 9 Physical Fitness Test (PFT)

Grade 11 – Smarter Balanced Assessment (SBAC)

All students in grades 11th or 12th will complete the California Science Test (CAST). The test will be administered to High School students who are in at least their second year of science.

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California. Insight Schools of California utilizes all assessment data to further drive instruction and support academic achievement.

The ISCA faculty administers all state standardized testing at facilities located within driving distance of your home. A testing schedule is provided in our school calendar. In the event that an emergency should occur during participation in state testing, Insight's policy is to first ensure

the safety of its students, then immediately reach out to their families. Please direct any questions or concerns, including questions about opting out of state testing, to your student's academic advisor. All opt out requests must be handled by a school administrator.

Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

**Parents and guardians retain all rights under CA education code 60615: "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Questions regarding this or other California Assessment of Student Progress and Performance questions can be directed to testingquestions@caliva.org.

Graduation Requirements

Students enrolled in ISCA will carry and maintain a caseload of at least 20 credits each trimester. Each course is worth 5 credits. Students will obtain 130 credits as detailed below in order to meet the graduation requirements.

- A. History/Social Science (30 Credits)**
 - a. Modern World Studies (A and B sections)
 - b. US History (A and B sections)
 - c. US Government and Politics (1 trimester)
 - d. US and Global Economics (1 trimester)

- B. English (30 Credits)**
 - a. English I (A and B sections)
 - b. English II (A and B sections)
 - c. American Literature (A and B sections)

- C. Math (20 Credits) (Algebra is required)**
 - a. Algebra I (A and B sections)
 - b. Geometry
 - c. Consumer Math
 - d. Personal Finance

- D. Science (20 Credits) (1 Biological Science and 1 Physical Science Required)**
 - a. Biology (A and B sections)
 - b. Physical Science (A and B sections)

- E. Visual & Performing Arts/Career Technology (10 credits)**
 - a. Career Planning
 - b. Digital Arts I
 - c. Computer Literacy
 - d. Image & Design Editing
 - e. Web Design

F. Physical Education (20 Credits)

Senior Portfolios

Students will create, maintain, and submit a Senior Portfolio reflecting comprehensive preparation for postsecondary pursuits. Students are expected to work on portfolio requirements throughout their enrollment with Insight. Portfolio completion must be verified by the school prior to issuance of a diploma. Portfolio requirements include, but are not limited to: exploration of college and/or career opportunities, application of practical experience for skill development, and some form of training related to employment or post-secondary education. Upon embarking on this process, students will receive specific portfolio instructions and guidelines (including modified plans for those enrolling for less than one school year) as well as structured support as they work toward fulfilling each requirement. Additionally, each student is required to meet with their School Counselor once every term.

Graduation and Diplomas

Receiving a diploma and participating in graduation is a commencement ceremony is an important milestone in one's life. ISCA will host a commencement ceremony at the end of each school year (and mid-year, when necessary). Students who have fulfilled the ISCA credit requirements are encouraged to participate in the commencement ceremony. Details regarding the ceremony will be communicated to graduating seniors throughout each school year.

Diplomas are mailed to families approximately 6 to 8 weeks after confirmation of meeting all ISCA graduation requirements. If you have not received your diploma or have any questions regarding graduation, please contact the office at 805-581-0202.

Golden State Seal Merit Diploma (GSSMD)

To be eligible for the GSSMD, students must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas as follows:

1. English-language Arts: Students must have earned one of any of the following:
 - a. A grade of B+ (or numerical equivalent) or above in a single course completed in grade nine, ten, or eleven
 - b. An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment
 - c. A scale score of 370 or above on California Standards Tests (CSTs), if available

2. Mathematics: Students must have earned one of any of the following:
 - a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven
 - b. An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment
 - c. A scale score of 370 or above on any of the following CSTs, if available:

Geometry; Algebra II; Summative High School Mathematics; or Integrated Mathematics 2 or 3

3. Science: Students must have earned one of any of the following:
 - a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven
 - b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA
 - c. A scale score of 370 or above on any of the following CSTs, if available: Biology; Chemistry; Physics; Earth Science; or Integrated/Coordinated Science 1, 2, 3, or 4

4. U.S. History: Students must have earned one of any of the following:
 - a. A grade of B (or numerical equivalent) or above upon completion of the required U.S. history course
 - b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA

5. Other two subject matter areas: Students may choose from any of the following:
 - a. Any additional qualifying grade or score listed above earned for the subjects of ELA, mathematics, science, or U.S. history not already used to meet eligibility
 - b. A grade of B (or numerical equivalent) or above upon the completion of high school courses in other subjects (Technology, Career, Art, Foreign Language, e.g.).
 - c. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or LEA

The student's assigned Guidance Counselor will review student's eligibility for the GSSMD and students who meet the requirements will receive the insignia on their diploma.

Free Application for Federal Student Aid (FAFSA)

California requires all students who are graduating to complete the FAFSA, if you do not wish to complete the FAFSA, you must submit an opt out form to your student's School Counselor. Insight provides information to students regarding the FAFSA on the counseling site; the counseling website link is sent to all students and learning coaches at the beginning of the year and every trimester for new students. The counseling site provides a direct link to the FAFSA application with information about the FAFSA and how to complete the FAFSA. . The counselors provide monthly presentations on topics, which include the FAFSA. . More information regarding FAFSA can be found at <https://sites.google.com/view/iscacounseling/financial-aid/fafsa-information>

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance

with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Certificate of Educational Achievement/Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Grading Scale

Student grades will be determined based on how they perform on assignments within each course. Teacher-graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Participation

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the trimester, you can view your grades in the LMS grade book. Your teachers, administrators, and parents also have access to your grade information.

ISCA grading scale:

A	89.5 – 100%
B	79.5 – 89%
C	69.5 – 79%
D	59.5 – 69%
F	59.4% and below

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignment and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each pupil shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a pupil's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

Notice of Process for Requesting a Grade Change

1. The grade appeal policy shall be included in the student handbook.
2. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

Teacher Level

3. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant pupil is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
4. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
5. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Director of High School of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Director of High School at the same time as the decision is provided to the parent.

6. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

HS Lead Level

7. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the HS Lead. A parent must make the written request to the HS Lead within ten (10) school days of the date of the teacher's written decision not to change the grade.
8. The parent's written appeal shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, pupil, and teacher shall have the right to submit or present relevant documentation.
9. The HS Lead shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HS Lead received the parent's written appeal.
10. Following the meeting with the parent/guardian/student, the HS Lead will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HS Lead, the HS Lead shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be effected within thirty (30) business days of the date the HS Lead received the parent's written request for review.

Academic Administrator of High School Level

11. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Academic Administrator of High School or designated administrator. This written request must be made within ten (10) school days of the date of the HS Lead's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Academic Administrator of High School may designate an appropriate administrator or panel of administrators to review the request.
12. The written request for review shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.
13. The parent, pupil, and teacher shall have the right to submit relevant documentation.
14. The Academic Administrator of High School or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Academic Administrator of High School or designated administrator or panel shall give the teacher the opportunity to be present or

to otherwise provide input.

15. Within twenty (20) school days of the Academic Administrator of High School's receipt of the parent's written request for review, the Academic Administrator of High School shall inform, in writing, the parent, pupil, teacher, school and the appropriate HS LEAD of the determination regarding the grade. This determination shall be final. If the Academic Administrator of High School or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be effected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

School Property

All instructional materials, including computer equipment and related hardware, are loaned to the student by the Insight Schools of California. Students are expected to return all materials using the free shipping labels provided by K12 should they withdraw from the program.

Families should handle ISCA property with care and should ensure an accurate inventory of these materials is maintained in the home. It is recommended that families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The Insight Schools of California shall not provide any funds or other thing of value to the pupil or his parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

Computer Policy

The Insight Schools of California will ensure that all enrolled students have access to a computer. In situations in which the student's computer malfunctions, the family must follow the process for receiving technical assistance and seek other means for the student to continue logging in daily until the issue is resolved. The ISCA Administration will address additional technology requests on a case-by-case basis, which should be initiated through your assigned teacher.

Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, ISCA-issued computers and subsequent software cannot be exported outside the United States.

Internet Service Provider (ISP) Program

Participation in Insight Schools of California requires an Internet connection. This Internet connection is to be established and maintained by the family with the enrolled student(s). The nature of Insight Schools' program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson plans, and other necessary resources as

well as to log attendance and submit lessons. Because of the unique schooling environment of Insight Schools, it is an enrollment requirement to establish and maintain an Internet account throughout the entire time of being enrolled with Insight. Failure to provide or maintain an Internet connection will result in the withdrawal of your student(s).

ISCA provides a stipend to qualifying families in the amount of \$40.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Checks will be mailed once per semester to families to the address verified by completion of the Back to School Packet.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact btspsupport@caliva.org.

Past Checks

We will reissue checks that have not cleared our bank up to ONE school year prior to the current. If the parent has the physical check and they need it replaced due to the check being made out to the wrong name, the check expired, or the check was misplaced for a while and was recently found, the family needs to mail the check back to the Simi Valley office. Once it has been received by our office a replacement check will be issued.

Mailing Address and Proof of Residency (POR)

Checks will be sent out to the address that is on file, and supported with a POR. If the family has a change of address, they must notify and provide a POR to the homeroom teacher and/or the Insight Office as soon as possible. The check will be withheld until the POR has been received and processed.

Acceptable Use Guidelines

Academic Integrity (Dishonesty & Plagiarism)

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include:

- Using another's work and claim as your own
- Submitting the same assignment to more than one course
- Copying from text, web site or other course material
- Using or attempting to use unauthorized materials, information or study aids in any

academic exercise

- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion
- Using an online translator or foreign language dictionary during examinations
- Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete their work

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

Consequences:

- 1st Offense –
 - 1. Student and parent will be notified via email and phone call, in which the offense, its implications, and its consequences will be explained
 - 2. Student will receive a grade of F for the assignment. However, the student may redo the assignment as an original submission (in his/her own words), or the teacher may substitute another assignment of equal value, which must also be submitted as original work.
- 2nd offense –
 1. Student will receive a grade of F for the assignment, which will result in a lower overall course grade on the grounds of academic dishonesty.
 2. The teacher will notify the student and parent via certified mail, and alert the High School Lead Teacher, Guidance Counselor, and Academic Administrator. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 3. The student will be mailed/emailed a copy of the behavior contract. The student, parent and teacher will sign the document, which will then be placed in the student's file.
 4. The student will be required to attend a plagiarism tutorial session, given by the teacher of the course.
- 3rd offense –

- Student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript.
 - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 - A conference call will be set up with the student, parent, the teacher and the High School Lead Teacher and/ or Guidance Counselor.
- 4th offense –
 - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
 - Student may be withdrawn from ISCA and placed back in the school of residence.
 - The incident will be noted in the student’s permanent file.

Avoiding Plagiarism:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook* and for formatting questions refer to manuals such as *The MLA Handbook for the Humanities*, *The Publication Manual of the APA* for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

Classroom Code of Conduct

Freedom of speech and expression is valued not only throughout society but also in the academic setting. No more is this so than in the classroom. In ISCA, a classroom is defined as many different locations. These may include but are not limited to:

- Online classroom sessions
- Class Connect
- Any ISCA community area

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your own user name and password, and do not share these with anyone.
7. Do not post personal information, (personal details, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access ISCA or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
9. Do not download, transmit or post material that is intended for personal gain or profit, non-ISCA commercial activities, non-ISCA product advertising, or political lobbying on a ISCA owned instructional computing resource.
10. Do not use ISCA instructional computing resources to sell or purchase any illegal items or substances.
11. Do not upload or post any software on ISCA instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any ISCA server.
13. Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Consequences

- First warning
- Certified letter
- If problem continues, administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, ISCA reserves the right to withdraw student upon first action

This document describes the policies and guidelines for the use of the ISCA and exists to ensure that all ISCA students are aware of and understand their responsibilities when accessing and using ISCA resources.

As a student enrolled in ISCA, you should be aware of the above guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to ISCA instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.
-

Internet Safety and Network Etiquette

It is the policy of Insight Schools of California to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

As an ISCA student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang
- Swear words are unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Don't broadcast online discussions, and never reveal other people's email addresses
- Do not post personal information, (personal details, YouTube, Facebook, email address, etc.)

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Insight Schools of California online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Insight Schools of California staff and the Learning Coach to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Learning Coach, Insight Schools of California or designated representatives.

CIPA definitions of terms:

Technology protection measure means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code;
2. Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code; and
 - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Release of Liability

Through acknowledgement and receipt of the handbook, you are hereby providing permission for your student to participate in activities, including but not limited to field trips and testing.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the Insight Schools of California activities. I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge the Insight Schools of California, its officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of the Insight Schools of California. I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

You attest and verify that said minor is physically fit and able to participate in school events and acknowledge that you are aware of the inherent risks in participating in any athletic event. If the student has or has had any allergies, medicine reactions or unusual physical condition which should be made known to a treating physician or which could limit participation, please notify the school in writing so it can be maintained in the student's file.

Photograph, Testimonial and Interview Release

In exchange for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, I hereby grant to K12 Inc., its legal representatives, successors and assigns, and those acting with their authority and permission (collectively, "K12") the right and permission to use, re-use, publish, re-publish, and copyright (in K12's own name and otherwise) testimonials (written by me or attributed to me), interviews (written by me or attributed to me), and photographic portraits, pictures, images and/or likenesses of me or in which I may be included (in whole or in part, or composite, or distorted in character or form, without restriction as to changes or alterations), in conjunction with my own or a fictitious name, made through any medium, and in any and all media now or hereafter known throughout the world in perpetuity. All rights, licenses and privileges herein granted to K12 are irrevocable and not subject to rescission, restraint or injunction under any circumstances. I hereby waive any right that I may have to inspect or approve the finished product, or products and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

I hereby release, discharge and agree to save harmless K12 from and against any claims, damages or liability arising from or related to the use of any of the aforementioned material, including but not limited to any liability by virtue of any editing, blurring, distortion, alteration, optical illusion, or use in composite form, whether intentional or otherwise, that may occur or be produced in the taking, recording, editing, processing, publishing or distribution of said testimonials, interviews, pictures, portraits, images and/or likenesses including, without limitation, any claims for defamation, invasion of privacy, right of publicity or violation of any other right.

I hereby acknowledge that the compensation provided does not include any monetary compensation or tangible goods or services and that none are due to me for granting this release.

I hereby warrant that I am of full age and have the right to contract in my own name. I have read this Release prior to its execution, and I am fully familiar with the contents thereof. This Release shall be binding upon me and my heirs, legal representatives, and assigns.

If signing as parent or guardian, I hereby warrant and represent I am the parent or legal guardian of the named minor and have authority to and do hereby consent to this Release on his/her behalf and will be responsible for any damages incurred by K12 resulting from the minor's breach or renunciation of this Release.

Handbook Acknowledgement

By signing below and/or through completion of the Back to School Packet (BTSP) you are agreeing to the policies and procedures of the Parent handbook. Including (but not limited to):

- Enrollment Requirements
- Attendance & Engagement Policy
- Academic Progress
- Computer Use Policy
- Academic Integrity
- Appropriate Behavior
- State Testing Requirements
- Grading System
- Release of Liability
- Photograph, Testimonial, and Interview Release

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

Appendix 1

Model Youth Suicide Prevention Policy

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Insight School of California Youth Suicide Prevention Policy

The Governing Board of Insight School of California recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Head of School, Kimberly Odom] shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Head of School, Kimberly Odom shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Head of School, Kimberly Odom shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local

health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

1. Just Tell One Suicide Prevention Conversation Toolkit <http://justtellone.org/wp-content/uploads/2016/11/Suicide-Prevention-Conversation-Toolkit.pdf>

2. 1-800-273 TALK 3. Lifeline Crisis Chat:
<http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx>

4. National Hopeline Network 1800 SUICIDE/800-784-2433

5. The Trevor Line: 866.488.7386. The Trevor Lifeline connects lesbian, gay, bisexual, transgender, questioning (LGBTQ) young persons to a suicide prevention and counseling phone line with access to trained counselors 24/7.

6. Suicide Hotline in Spanish 1800-273-8255, option 1

7. Youthline 877-YOUTHLINE/877-968-8454 8. Online Crisis chat www.crisischat.org 9. I'm Alive www.imalive.org 10. American Foundation for Suicide Prevention 1888-333-AFSP/2377 www.afsp.org 11. Self-harm support website www.helpguide.org/mental/self_injury.htm

California Youth Crisis Line

800-843-5200

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Insight School of California along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

The Insight School of California along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Insight will develop a training plan to be set in place by the start of the 2017-2018 school year. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;

- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;

- Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the Insight School of California and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition,

treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Insight School of California .

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Insight School of California suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Insight School of California Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

The Insight School of California along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

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

The Insight School of California will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Insight School of California staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons Natalie Henry and Micah Samuels Suicide Prevention Liaisons, shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

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

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Head of School or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. Insight will develop a plan that includes crisis intervention procedures, including counseling and other support systems and have it in place by the start of the 2017-2018 school year.)

D. Parental Notification and Involvement

Each school within the Insight shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Insight School of California property, it is crucial that Insight School of California protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide

and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Natalie Henry and Micah Samuels, Suicide Prevention Liaisons for the Insight School of California shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
 - Identify students affected by suicide death but not at risk of imitative behavior;
 - Communicate with the larger school community about the suicide death;
 - Consider funeral arrangements for family and school community;
 - Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
 - Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at

www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
 - (1) The guidelines are necessary.
 - (2) The department has the authority to issue the guidelines.
 - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

Appendix 2

Mental Health Referral Process

Introduction:

The purpose of the mental health referral process is to identify students, whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering referral to mental health services, and the different services provided.

Eligible Student Populations:

Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are not restricted to students who have “emotional disturbance” as their identified disability.

*Please note ERMHS supports are provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and student may be referred for a psycho-educational evaluation to include eligibility for ERMHS services.

Services Covered:

Services must be included in the IEP and can include individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student's IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

Information:

Mental health services are provided through a three-tier model:

*Please review progress as necessary to determine possible end of services and/or if additional supports are needed.

- Tier 1
 - New referral (SPED)
 - Mild level of needs
- Tier 2
 - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
 - Severe level of needs
 - Tier 1 and 2 supports have been deemed inadequate

Referral Procedure:

Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An IEP meeting is held and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured. Data is taken, and the team reconvenes after 12 weeks to review the student's progress.

Appendix 3

Title I, Part A Parent and Family Engagement Policy

Title I, Part A LEA/School-Level Parent and Family Engagement Policy

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a) and ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy

updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1], 1116[a][2][A], and 1116[a][2][F])?)?

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed. The board approved policy is emailed to parents of participating children, and it is posted on the school website. The local community can access the policy on the website. The policy is updated periodically, through an Educational Partner meeting (parents, community members, students, staff). Throughout the year, input is gathered during Educational Partner meetings, surveys sent to parents and students, and grade span parent meetings. This input and data is used to update the policy.

How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans or Targeted Support and Improvement plans (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A.

N/A

How will the school coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs to encourage and support parents in more fully participating in the education of their children (ESSA sections 1116[a][2][C], and 1116[e][4])?

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through the Engagement and Resource Coordinator and RAISE (Retention and Academic Intuitive Support Experts), which is paid for with Title funds. With the assistance of the Director of Engagement, as well as the Engagement and Resource Coordinator and RAISE team, all work together to organize strategies and makes sure all program's plans are integrated. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents is a part of our school culture. Parents have access to the students online learning platform and can see, in live time, what a student has completed.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Parents are informed about schoolwide achievement and plans to meet academic standards at various live meetings throughout the year. At parent/community engagement meetings, parents are informed of academic achievement by demographic subgroups, and plans to address achievement gaps are discussed.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Evening meetings are offered multiple times during the school year and a recording is available to parents after the meeting.

How will the school conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of the school, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

Parents receive surveys requesting input on a regular basis during the year through the Pulse Check program. Parents receive individual outreach at least quarterly from homeroom teachers to provide an opportunity to engage reading student progress.
The Parent and Family Engagement Policy will be reviewed by all educational partners periodically.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parents are invited to attend educational partner meetings during the year. Parents are sent surveys which offers another platform for them to provide input.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

The school annually gathers input and feedback from educational partners through the LCAP development and surveys to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process, and actions are developed to address the needs of families. Some reported barriers have been language differences, lack of transportation to in-person events, lack of opportunities for parents to engage with one another, and technological literacy. Action plans have been created to address these barriers, such as providing activities at different times (day and evening), communicating to parents through translated platforms and interpreter services, advertising events through consistent communication platforms, creating a learning coach community phone app, and hosting monthly learning coach sessions with topics ranging from navigating online systems to understanding graduation requirements to getting to know one another.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

We offer student-specific, individualized interventions for all students in need of support. Students will receive research-based support and strategies, particularly in the areas where the student is struggling. Many different levels of support and support staff are available to provide interventions.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

The school aids parents of Title I students in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements thereof, and how to monitor a child's progress and work with educators to improve the achievement of their children by regularly checking in with teachers. Teachers provide parents and students with Star 360 assessment results and growth trends and guide parents through checking student progress and grades on the online learning platform. Parents and students also receive communication from administration on state standards, expectations, and testing.

What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education on a daily basis, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

The onboarding process is critical to a student's success. New students are invited to attend orientations, they are provided messaging, and a Strong Start timeline to ensure they and their parents have the information and tools for a successful start. Learning coach sessions are also hosted in which parents are provided resources to help their student be successful in the online learning environment. The school has worked on providing consistent messaging through social media, Parent Square, newsletter, website for parents, texting, and notices in the online school. The messaging platforms allow for real time translation. A survey is provided to parents that allows them to ask for help when needed.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Parents are encouraged to meet with their student's teacher. There are school policies in place that require teacher availability, consistent scheduling, and timely responses and feedback to student and parents. School-wide initiatives such as Student Connection Calls at the beginning of the year and online conferences throughout the year to ensure individual attention for student academic success.

The school provides coordination, technical assistance, and other support to assist in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

To assist and build the capacity the school employs support staff who collaborate with school staff and parents to develop goals, programs, and classes to support parents. These staff members serve as liaisons between parents, schools, and outside community agencies to support efforts to improve student academic performance and parent involvement.

* The Engagement and Resource Coordinator works to build a community among learning coaches and provides support sessions for learning coaches. The Community Coordinator also connects students and families to events, both online and in-person, and provides other resources to help students stay engaged and involved in school.

* The RAISE Team trains learning coaches on all aspect of the online school.

The Director of Categorical Programs will monitor to ensure that the following tasks are completed.

* Convening of an annual Title I parent meeting.

* Convening of school meetings to inform parents of their school's participation in the development of the Parent/Family Engagement Policy and each parent's right to be involved.

* Development of the Parent and Family Engagement Policy and School-Parent Compact and provide information to parents about the school's program

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

Independent charter school

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Independent charter school

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

Independent charter school

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement.

How will the school aid parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

The school aids parents of Title I students in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements thereof, and how to monitor a child's progress and work with educators to improve the achievement of their children by regularly checking in with teachers. Teachers provide parents and students with Star 360 assessment results and growth trends and guide parents through checking student progress and grades on the online learning platform. Parents and students also receive communication from administration on state standards, expectations, and testing.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Since the school is an independent study program, parents are involved with every aspect of their child's education. All materials are mailed to the student's house, including a computer, so students and their parent can access the online curriculum. Teachers provide consistent messaging of the requirement for daily log in and submission of assignments. Weekly announcements are made in all the student's courses as well as frequent updates to families both as general newsletters and tailored updates.

How will the school educate teachers, instructional support staff, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school, and how to work with parents as equal partners (ESSA Section 1116[e][3])?

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

How will the school coordinate and integrate parent and family involvement programs with other federal, state,

and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Families are connected to community resources via the Student and Family Champion position, which is paid for with Title funds.

How will the school ensure that information related to school and parent programs, including this Policy, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5], 1116[f])?

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed.

How will the school provide other reasonable support for parental involvement activities requested by Title I, Part A parents under this section (ESSA Section 1116[e][14])?

Parent requests will be considered and provided when appropriate.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

The Home-School Compact is attached.

This Policy was adopted by the governing board in June 2022 and will be in effect until it is updated. The school will distribute the policy to all parents of students participating in the Title I, Part A program annually.

**Insight Schools of California
Home-School Compact**

Insight Schools of California provides an individualized standards-based education for students in the state of California. Our team of hardworking, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on traditional instructional models to promote mastery of the California Content Standards. Insight Schools of California believes parents are integral in the acquisition of knowledge, and works to strengthen family values, promote character, and provide skill mastery using technology and the Stride K12 curriculum.

SCHOOL COMMITMENTS

To support achievement goals, the school staff commits to the following:

- Inform parents of the instruction and interventions in place that will enable students to meet proficiency levels in reading, writing, and/or math.
- Provide a positive, safe, and effective online learning environment for all.
- Provide information for parents through weekly classroom newsletters and offer information on how they can support their child’s learning at home.

To support effective, ongoing communication between the school and home, the school staff commits to the following actions:

- Provide learning coach with resources so is responsible to ensure the child is participating appropriately in the instructional program.
- Participate in communication activities, including, but not limited to, phone calls, email, and meetings.

PARENT COMMITMENTS

To support achievement goals, we ask that parents commit to the following:

- Ensure that my child gets enough sleep each night, provide nutritious meals, and encourage regular exercise.
- Set high expectations for his or her academic achievement.
- Attend school events, workshops, and meetings, when appropriate.

To encourage effective, ongoing communication, we ask parents to commit to the following actions:

- Respond to emails, phone calls, or be willing to participate in online meetings with school staff.
- Initiate communication with school staff when there is a concern or question.
- Attend school events, meetings, and workshops and ask questions, share ideas with other parents and offer suggestions for how the school can improve opportunities for student success.

STUDENT COMMITMENTS

To support achievement goals, we ask that students commit to the following:

- Encourage my parents to support me in my education.
- Follow school rules, participate in classroom activities, and take responsibility for my learning.
- Complete all assignments to the best of my ability.
- Set high academic expectations for myself.

To support effective, ongoing communication, we ask that students commit to the following:

- Talk with my parent(s) about school each day.
- Communicate with school staff and other students in a positive manner.
- Seek the support of my parents and school staff when I have questions about my learning or other concerns about school.

Appendix 4

Comprehensive School Safety Plan

APPROVED

**TO: INSIGHT AT SAN JOAQUIN
GOVERNING BOARD**

BOARD REPORT #10

VIA: INSIGHT STAFF

June 14, 2024

SUBJECT: Work Permit Policy

PROPOSAL: It is proposed that the Governing Board of Insight at San Joaquin approve the Work Permit Policy.

BACKGROUND: The Work Permit Policy provides academic requirements and procedures for students and families for how to qualify and apply for a work permit. The policy includes regular work permit and entertainment work permit guidelines.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Work Permit Policy

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

Kimberly Odom
Head of School

PRESENTED BY:

Morgan Vincent
Academic Admin

Ayes: 3

No: 0

Abstain: 0

Approved: Yes **Witnessed:** Casey Robinson **Date:** 6/14/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Fred Vallerga				X		
Bill Bushman	X					X
Deanna Vallerga	X				X	
Jason Jones	X					

Insight Schools of California Work Permit Policy

A work permit shall not be issued until the written request for the permit from the parent, guardian, foster parent, caregiver with whom the minor resides, or residential shelter services provider has been filed with the issuing authority.

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no "Fs," as determined by prior report card, progress report, or transcript. Eligibility will be verified after each grading period and the work permit will be revoked if the student's GPA drops below 2.0, attendance becomes unstable, or the student withdraws from school. If a student's work permit is revoked, the employer will be notified to terminate employment. A school counselor may request a work permit be canceled before the next grade check if a student is not attending school or completing classwork.

In special cases, a probationary work permit will be issued to allow a student to work until the next grading period where improvement in grades and attendance must be demonstrated. If improvement is not demonstrated, the student's work permit will be revoked, and the employer will be notified to terminate employment.

Vacation work permits do not have academic or attendance requirements. This type of work permit is issued for the summer only and is valid until the expiration date on the work permit. If a student wants to continue employment after the close of summer, a new application must be submitted to the Simi Valley Office.

A work permit shall not be denied based on a pupil's grades, grade point average, or school attendance if the pupil is applying for the work permit to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the pupil attends.

A permit to work may be issued to any minor over the age of 14 years and under the age of 18 years to be employed on a regular school holiday, during the regular vacation of the public school, or during such time as the minor is exempt from compulsory school attendance pursuant to Section 48231, and during the period of a specified occasional public school vacation in any of the establishments or occupations not otherwise prohibited by law.



Students shall not participate in work that conflicts with any mandatory live classes, which can occur any time Monday through Friday between the hours of 8:30am and 4:00pm.

The school provides a certificate of age, and the permit includes:

- (a) The name, age, birth date, address, and phone number of the minor.
- (b) The place and hours of compulsory part-time school attendance for the minor, or statement of exemption therefrom, and the hours of compulsory full-time school attendance for the minor, if the permit is issued for outside of school hours.
- (c) The maximum number of hours per day and per week the student may work while school is in session.
- (d) The minor's social security number.
- (e) The signature of the minor and the issuing authority.
- (f) The date on which the permit expires.

Procedures:

1. Confirm eligibility with the school counselor, school report, or at workpermit@k12insightca.org.
2. Fill out the Work Permit Request Form:
<https://sites.google.com/view/iscacounseling/work-permit>.
3. Submit to: workpermit@k12insightca.org, or mail to:
Work Permits
50 Moreland Rd
Simi Valley, CA. 93065

Entertainment Work Permit Applications:

Minors employed in motion pictures, commercials, theater, television, musical performances, rodeos, or modeling require an entertainment work permit. The application can be obtained from the local office of the California Division of Labor Standards Enforcement, DLSE internet address, or workpermit@caliva.org. The parent or guardian completes the requested information on the form and sends the application to the Insight Schools of California Simi Valley Office at 50 Moreland Road Simi Valley, CA 93065 for processing. It will take 1 to 3 school days after the arrival of the application to process and return by US mail.

The form may also be faxed to 805.581.6102 or emailed to workpermit@k12insightca.org. Faxed or emailed applications should not have the parent's signature on the form. DLSE requires original signatures on applications. The school signature and stamp will be original when returned to the parent to sign and mail to a DLSE office for the permit.

When emailing an online watermarked application for processing, indicate you are



50 Moreland Road
Simi Valley, CA 93065
Phone 805.581.0202
Fax 805.581.0330

applying directly to the State for the work permit. The completed application will be emailed back to you.

Same-day walk-in permits can be obtained from DLSE Van Nuys Entertainment Work Permit Office at 6151 Van Nuys Blvd, Rm 100, Van Nuys, CA 91401, (818) 901-5484.

A student must have a 2.00 GPA with no F's on their last report card, progress report, or transcript. If a student's academic and attendance standards are below eligibility standards, the application will be returned as marked "Does Not Meet the District's Requirements and Permit Should Not Be Issued." Watermarked applications will have either Attendance or Academics sections marked "Insufficient" and a permit will not be issued. A school counselor may also request an entertainment work permit be canceled before renewal if a student is not attending regularly or making academic progress.