AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
Insight at San Diego
June 25, 2025
10:00 A.M.

ORIGINAL

Primary Location:
Zoom Meeting: https://zoom.us/j/6274679928
Conference call: (720) 707-2699
Meeting ID: 627 467 9928
Alternate Locations:
3375 Camino del Rio South Suite 130, San Diego, CA 9210
957 Red Granite Rd, Chula Vista, CA 91913

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The Insight at San Diego ("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 School Office (805-581-0202). You may also email carobinson@caliva.org.

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 School Office (805-581-0202) or emailing carobinson@caliva.org 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 Diego 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 Diego office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at _10:01_ A.M.

B. ROLL CALL

	Present	Absent
Mr. Jack Creedon (President)	_____	__X___
Dr. Ruben Garcia (Secretary)	__X___	_____
Dr. Shelly Hess (Treasurer)	__X___	_____

C. FLAG SALUTE

- Shelly led

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 25, 2025 10:00 AM**
During its Regular Board Meeting

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

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: _10:03__AM

Closing of Public Hearing: _10:04__AM

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 had 62 out of 67 potential graduates

- 91.6% ongoing attendance rate (internal)
- 341 current enrollment
- Large increase in testing data from last year
- 23% increase in Math!
- We have a lot of room for growth but we are encouraged by the growth we saw this year in testing

C. For Information: Board/Staff Discussions
Board and staff discuss items of mutual interest.
- Dashboard Local Indicators
  Kimberly reviewed the priorities

D. Approval of Previous Board Meeting Minutes
Moved: Ruben
2nd: Shelly

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. SCHEDULED FOR ACTION

A. BUSINESS

APPROVED

Local Control Accountability Plan — BDRPT 01
- No questions asked.

APPROVED

Consolidated Application — BDRPT 02
- No questions asked.

APPROVED

FY 2025-26 Preliminary Budget — BDRPT 03
- No questions asked.

APPROVED

Ratification of Disbursements — BDRPT 04
- No questions asked.

APPROVED

Proposition 28: Arts and Music in Schools Annual Report — BDRPT 05
- No questions asked.

B. PERSONNEL

APPROVED

2024-25 Employment Agreements and Terminations — BDRPT 06
- No questions asked.

APPROVED

Employee Handbook
- No questions asked.

BDRPT 07

APPROVED

C. INSTRUCTION AND CURRICULUM

Family Engagement Policy
- No questions asked.

BDRPT 09

APPROVED

Parent/Student Handbook
- No questions asked.

BDRPT 11

C. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at _10:36_ A.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

4 – Full Implementation

- **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

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 – Full Implementation

- **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

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.

Educational Partner meetings are held with students, families, staff, and community members to gather feedback on LCAP actions/data as well as school procedures. Insight values feedback from all members to support our school in addressing concerns or missed opportunities.

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. 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 English Learner Advisory Committee (ELAC) meetings and provided additional supports for our EL student and family population. Insight has focused on providing all communications with families in different languages to ensure that all families feel included in the school. Insight is focusing on resources for Limited English Proficient (LEP) families to improve access to school information and resources.

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

5 – Full Implementation and Sustainability

- **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

  5 – Full Implementation and Sustainability

- **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. Insight counselors meet with students each trimester to review their graduation plan and discuss with students the courses needed to graduate.

Dual enrollment opportunities were provided beginning in Trimester 3 of the 2024-2025 school year. This option was piloted with 25 students and was successful in exposing students to college courses and credits. We are excited to have this as an option for the 2024-2025 school year.

- **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

  4 – Full Implementation

- **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

  4 – Full Implementation

- **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

  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.

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. Feedback from student/family surveys provided ways that we could improve our outings practices:

1. Consider hosting events in multiple locations to improve accessibility.
2. Explore transportation assistance for students in need.
3. Offer varied event timing (including mornings) for better flexibility.
4. Increase student engagement through interactive and themed activities to encourage participation.
5. Ensure clear and timely event communications to allow families to plan accordingly.

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 2024-2025 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.

Feedback from the 2024-2025 school year included the following information from school safety/connectedness surveys:

Though most students are satisfied, a few suggestions were made:

1. More In-Person Engagement
    1. Increased social events and clubs could help some students feel more integrated.
    2. A few suggest group projects or working with classmates to enhance connection.
    3. Encouraging teachers to engage with students personally, including smiling more and checking in.
2. Consistency with Teachers
    1. Some students express a desire to have the same teachers across trimesters, possibly to build stronger relationships and familiarity.

3. Employment & Real-World Application
    1. A handful suggest opportunities like student jobs or experiences that connect them to life beyond school.
    2. Making learning more hands-on, fun, and relatable.

Unique Perspectives

1. A few students recognize that online learning inherently limits school connection but say they are still happy with their experience.
2. Some express a preference for not feeling connected to the school and are simply there for their education.
3. Others highlight that the existing structure works well, and the school already makes efforts to support students.

Key Takeaways

1. The school is doing well in fostering student connection.
2. Opportunities for improvement include more social engagement, consistency in teacher assignments, and some real-world application.
3. Given the online nature, student expectations vary, with some prioritizing education over social connection.

Priority 7: Access to a Broad Course of Study

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 2024-2025 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

Met: Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Insight is providing opportunities for students to be dual enrolled with a community college to ensure exposure to college courses and credits. Students are enrolled in four courses each trimester to allow students to focus on less material at a time, this allows for more focus on fewer courses for students. 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.

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.

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. Wi-Fi access for students who are homeless or socioeconomically disadvantaged can be difficult, Insight provides hotspots for students to support with access, but it proves difficult at times.

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.

New math options were provided beginning in the 2024-2025 school year that proved to be successful with our students based on growth data collected. 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. Preliminary data from state assessments show promise with the new courses chosen.

APPROVED

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

BOARD REPORT #01

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: Local Control Accountability Plan

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

BACKGROUND: Under the Local Control Funding Formula (LCFF), all Local Education Agencies (LEAs) must develop an LCAP that outlines how they will achieve annual goals for students, with specific actions to address identified state and local priorities. (*EC* Section 52060(d)).

LEAs must annually review these goals and evaluate progress using required metrics (*EC* 52060, 52066). This review must include an assessment of goal effectiveness and identify any changes to actions or goals based on the findings

Charter schools that receive federal funding through the Consolidated Application may use the LCAP and its Educational Partner Engagement process to meet federal planning requirements. Title funds are integrated into the LCAP action descriptions and are used in coordination with LCFF funds to improve student academic performance.

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:
Morgan Vincent
Academic Administrator

PRESENTED BY:
Morgan Vincent
Academic Administrator

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date: _6/25/2025___**

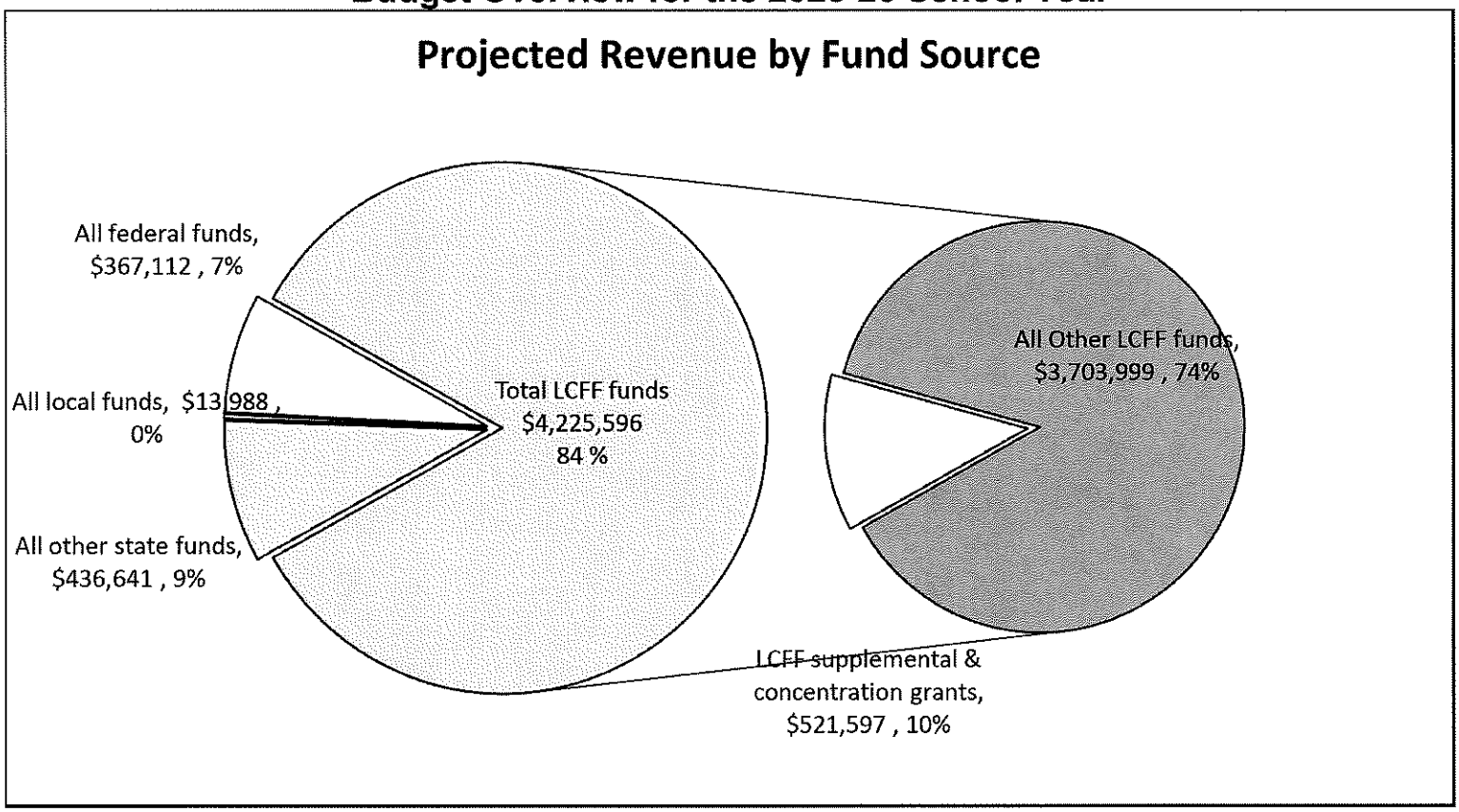
Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					X
Shelly Hess	X				X	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight at San Diego
CDS Code: 37-68403-0125401
School Year: 2025-26
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 2025-26 School Year

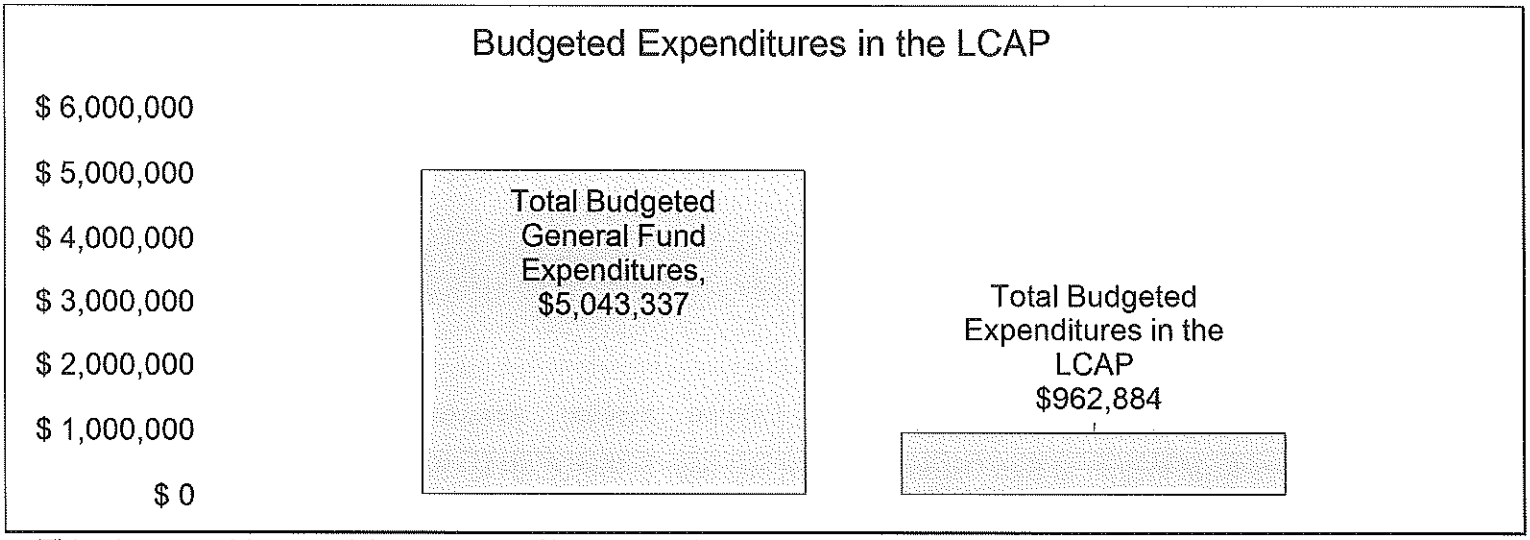


This chart shows the total general purpose revenue Insight at San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight at San Diego is $5,043,337, of which $4,225,596 is Local Control Funding Formula (LCFF), $436,641 is other state funds, $13,988 is local funds, and $367,112 is federal funds. Of the $4,225,596 in LCFF Funds, $521,597 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 Diego plans to spend for 2025-26. 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 Diego plans to spend $5,043,337 for the 2025-26 school year. Of that amount, $962,884 is tied to actions/services in the LCAP and $4,080,453 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.

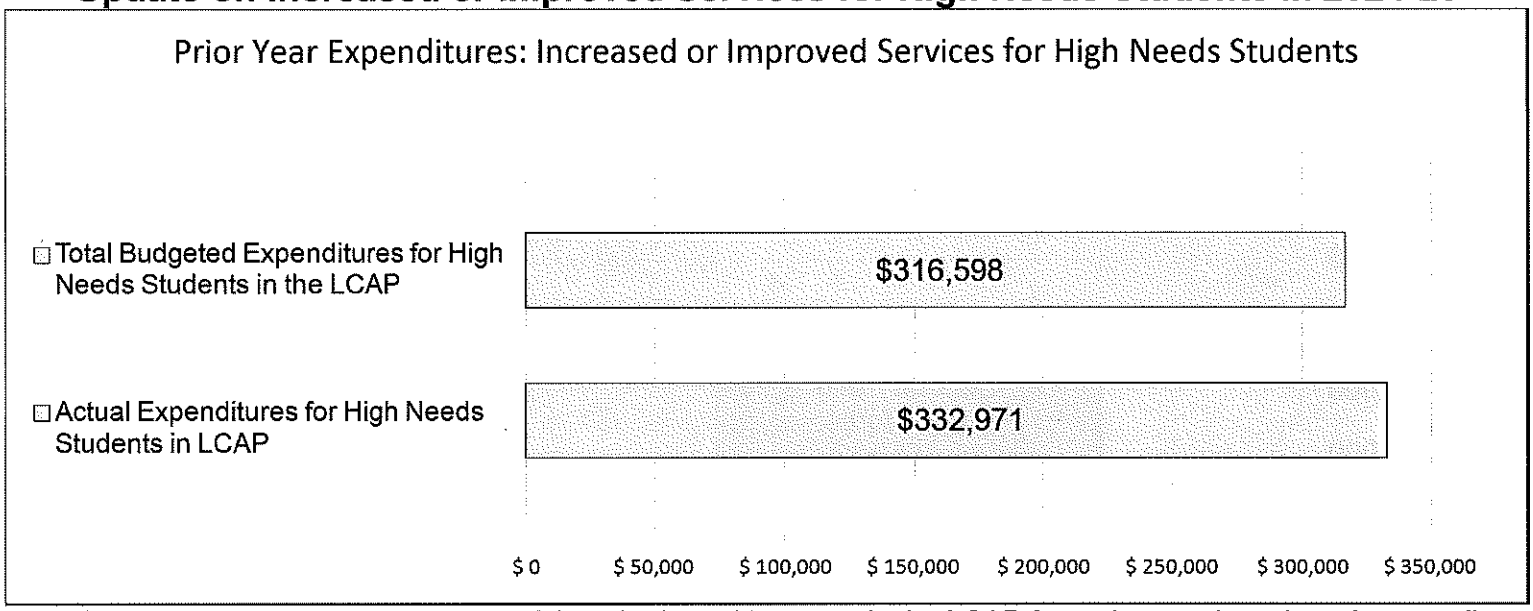
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Insight at San Diego is projecting it will receive $521,597 based on the enrollment of foster youth, English learner, and low-income students. Insight at San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Insight at San Diego plans to spend $535,801 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 2024-25



This chart compares what Insight at San Diego 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 Diego 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 2024-25, Insight at San Diego's LCAP budgeted $316,598 for planned actions to increase or improve services for high needs students. Insight at San Diego actually spent $332,971 for actions to increase or improve services for high needs students in 2024-25.

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 Diego	Morgan Vincent Academic Administrator	movincent@k12insightca.org 951-894-9089

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Insight @ San Diego 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 Imperial, Orange, Riverside, and San Diego 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 2024):
10.8% English Learners (17 students)
3.2% Homeless (5 students)
65.8% Socioeconomically Disadvantaged (104 students)
17.1% Students with Disabilities (27 students)

71.86% Unduplicated Students (166 students)

Total Enrollment: 158 Students

Student Demographics (Fall 2023):
8.4% English Learners (12 students)
0.7% Homeless (1 student)
65% Socioeconomically Disadvantaged (93 students)
20.3% Students with Disabilities (29 students)

69.6% Unduplicated Students (110 students)

Total Enrollment: 158 Students

Vision Statement: Insight @ San Diego 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 Diego 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 Diego'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 not indicated with a color in ELA or in math. In ELA, all students performed 55.6 points below standard, representing a decline of 19.3 points compared to the prior year. No subgroups are indicated with a color, but the subgroups of Hispanic students performed at 50.6 points below standard and socioeconomically disadvantaged students performed at 57.8 points below standard. In math, all students performed 161.6 points below standard, representing a slight decline of 5.3 points. Hispanic students performed at 171.4 points below standard and socioeconomically disadvantaged students performed at 164.1 points below standard. There is a significant need to increase math achievement across all students.

The school is indicated Orange in the College and Career Indicator, representing an increase of 2.7% compared to prior year. The subgroups of Hispanic and White students are indicated Red, and socioeconomically disadvantaged students are indicated Orange.

In local assessment data, in math, overall 50.65% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics. The subgroups of Hispanic (54.55%) and homeless youth (50%) are achieving the same or higher levels of

growth than the overall population, while the subgroups of English learners (46.67%) and students with disabilities (32.35%) are achieving lower levels of growth than all students in math. In reading, overall 55.84% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics. The subgroups of English learners (46.67%), homeless youth (25%) and students with disabilities (54.29%) are performing at slightly lower levels of growth than all students, while Hispanic students (57.35%) are achieving higher levels of growth than the overall population. English learner progress on the dashboard is at 42.1%, which is maintained from the previous year.

Graduation rate is indicated as Red for all students at 66.4%, but that is an increase of 7.5% compared to the prior year. The subgroups of socioeconomically disadvantaged (67.6%) and White students (61.1%) are also indicated Red, while the subgroup of Hispanic students (73.5%) is indicated as Yellow and represents growth of 23.5% compared to the prior year.

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 Math: All students
CCI: All students, socioeconomically disadvantaged, Hispanic, White
Graduation rate: All students, socioeconomically disadvantaged, Hispanic, White

Student group within a school with the lowest performance level on one or more indicators on the 2024 Dashboard:
CCI: Hispanic, White
Graduation rate: All students, socioeconomically disadvantaged, White

Insight has unexpended LREBG funds for the 2025-26 school year.
LREBG funded actions may be found in Goal 4, Action 4. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

Based on the 2024 California Dashboard, Insight at San Diego is eligible for Differentiated Assistance for White students in the areas of pupil engagement (CCI and Graduation Rate)

Insight at San San Diego worked with the San Diego County Office of Education and reviewed performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. The following strengths and areas of growth were identified:
Strengths-
New math courses for 2024-2025SY
Hired Math Intervention Teacher
Added dual enrollment opportunity during trimester 3 of the 2024-2025SY (will not see fruition until 2026 Dashboard)

2024-2025SY spent time working individually with students who were in jeopardy of failing courses. Data showed that students increased work production- new positions to the school will be added to continue this initiative.

Areas of Growth-
More dual enrollment opportunities (CCI)
Credit recovery courses (potential night sessions)
Summer staff to support students in summer school who are attempting to graduate with their cohort
Additional state testing standard support (IXL as a school-wide initiative)

Through targeted technical assistance, it was determined to focus on White students and their access to dual enrollment opportunities (goal/action 1.5) and graduation coaches (goal/action 4.4). Insight at San Diego will continue to work with the SDCOE to implement a professional development plan focusing on additional supports for pupil engagement in the areas of CCI and Graduation Rate with their White student population.

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 Diego is in CSI for low graduation rate. Graduation rate is 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 Diego 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 graduation rate increased 7.5% from the previous year and it is 66.4%. There were 128 students in the 4- & 5-year graduation rate. All students and the subgroups of socioeconomically disadvantaged and White students were indicated Red, while the subgroup of Hispanic students was indicated Yellow.

The following was found during the school needs assessment. Nineteen 11th-grade students took the ELA assessment in Spring 2024. The school decreased from the prior year by 19.3 points to 55.6 points below standard. There are no significant student groups, and the overall student group was not large enough to receive a color indicator. Only nineteen students completed the Math assessment as well, so there is no Math color indicator. All students were 161.6 points below standard, which was a slight decline (5.3 points) from previous year. The College/Career Indicator was indicated as Orange, with 3.5% of the 158 students being Prepared. Additionally, the student groups of

Hispanic and White were indicated Red, while the subgroup of socioeconomically disadvantaged was indicated Orange. At the end of 2024, the overall course pass rate was 83.2%.

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 83.2%
2024 SY Course Pass Rate 80.6%

2023 SBAC/CAA ELA 36.3 points Below Standard
2023 SBAC/CAA Math 156.3 Points Below Standard

2024 SBAC/CAA ELA 55.6 points Below Standard
2024 SBAC/CAA Math 161.6 Points Below Standard

2023 STAR360 Reading 47.8% At or Above Standard
2023 STAR360 Math 16.4% At or Above Standard

2024 STAR360 Reading 52.87% At or Above Standard
2024 STAR360 Math 24.71% At or Above Standard

2023 Graduation Rate 59%
Socioeconomically Disadvantaged 59.7%
Hispanic 50.0%
White 59.6%

2024 Graduation Rate 66.4%
Socioeconomically Disadvantaged 67.6%
Hispanic 73.5%
White 61.1%

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. Parents are invited to Parent Advisory Committee meetings at least twice per year to provide feedback and guidance regarding program and budget decisions.
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 were 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. Parents were also invited to join a Parent Advisory Committee, which met three times this year. During these meetings, LCAP goals and actions were discussed and feedback opportunities were offered. Parents offered insights as to why supplemental programs (intervention, for example) were effective for their students. 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.

Below is a summary of parent and family feedback from over the course of this school year:

- A majority of students feel connected to the school already and express satisfaction with its current support systems.
- Many responses affirm that nothing more needs to be done—students feel engaged, supported, and connected as is.
- Some students express neutral responses or uncertainty about how the school could improve connection, indicating that they either haven't given it much thought or are content.
- The school is doing well in fostering student connection.
- Opportunities for improvement include more social engagement, consistency in teacher assignments, and some real-world application.
- Given the online nature, student expectations vary, with some prioritizing education over social connection.
- Receiving school support for students with disabilities and unhoused students/foster youth remain high priority for our families
- Highest priority topics for families are ensuring that students attend school daily, have the resources to understand and meet graduation requirements, and are taught by qualified staff

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

- Focus on student connection and inclusion of non-classroom connections as a metric to monitor progress: Student and parent feedback on connectedness survey questions continue to point to the importance of students' feelings of connectedness to school and school staff
- Focus in professional development on improving instructional practices, particularly in supporting students with special needs and English learners, based on data: Achievement data and staff feedback continue to point to 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.
- 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. Parent feedback points to the effectiveness of the current intervention program and the need to expand it via hiring additional qualified staff
- Reduced student: staff ratios: Feedback from families and achievement data suggest the importance of student connection to student well-being and academic success. Reduced counselor caseloads will also aim to improve graduation rates by ensuring that students are well-versed in graduation requirements and resources for various types of support.

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 Yellow in ELA and Red in math. In ELA, all students performed 36.3 points below standard, and the subgroups of Hispanic students (40.5 points below standard) and socioeconomically disadvantaged students (44.5 points below standard) performed below all students. In math, all students performed156.3 points below standard, and while Hispanic students performed slightly better at 146.8 points below standard, socioeconomically disadvantaged students performed 160.1 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 Hispanic, socioeconomically disadvantaged, and white subgroups as well.

In local assessment data, the subgroups of English learners (50%), Hispanic (55%), and special education students (42%) are achieving lower levels of growth than all students (56.8%) in math. In reading, the subgroups of English learners (46%) and special education students (42%) are performing at lower levels of growth than all students (51.8%).

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: 36.3 below Hispanic: 40.5 below Socioeconomically Disadvantaged: 44.5 below	Overall: 55.6 below Hispanic: 50.6 below Socioeconomically Disadvantaged: 57.8 Sped: White:		Increase by at least 25 points overall and in all subgroups	Overall: -19.3 Hispanic: -10.1 Socioeconomically Disadvantaged: -13.3
1.2	Math SBAC Points from Standard	Overall: 156.3 below Hispanic: 146.8 below Socioeconomically Disadvantaged: 160.1 below	Overall: 161.6 below Hispanic: 171.4 below Socioeconomically Disadvantaged: 164.1 below Sped White		Increase by at least 25 points overall and in all subgroups	Overall: -5.3 Hispanic: -24.6 Socioeconomically Disadvantaged: -4
1.3	CAST % Meet/Exceed	Overall: 8% Hispanic: 2.70% Socioeconomically Disadvantaged: 6.82% White: 15.38%	Overall: 7.79% (23.2 below standard) African American: 0% EL Hispanic: 8.82% (20.9 below standard) Socioeconomically Disadvantaged: 9.26% (22.2 below standard) Sped: 0% White: 10.53%		Increase by at least 15% overall and in all subgroups	Overall: -0.21 Hispanic:+6.12 Socioeconomically Disadvantaged: +2.44 White -4.85

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CCI % Prepared	Overall: .8% Socioeconomically Disadvantaged: .9% White: 2%	Overall: 3.5% African American: 9.1% Hispanic: 1.7% Socioeconomically Disadvantaged: 3% Sped: 0% White: 3% a-g Completion: 0 CTE Pathway Completion: 0 Both CTE & a-g Completion: 0 Passage of AP Exam: 0 Early Assessment Program (EAP)		Increase by at least 15% overall and in all subgroups	Overall: +2.7 Socioeconomically Disadvantaged: +2.1 White:+1
1.5	Star 360 Math Performance	Overall: L1: 76.12% L2: 7.46% L3: 11.19% L4: 5.22% EL: 17 Students L1: 94.12% L2: 0% L3: 0% L4: 5.88% Hispanic: L1: 78.72% L2: 4.26% L3: 8.51%	Overall L1: 65.25% L2: 10.04% L3: 9.27% L4: 15.44% EL L1: 82.86% L2: 2.86% L3: 5.71% L4: 8.57% Hispanic L1: 64.41% L2: 6.78% L3: 8.47% L4: 20.34%		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%	Overall: L1/L2: -8.29 L3/L4: +8.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L4: 8.51% Homeless Youth: 2 Students L1: 100% L2: 0% L3: 0% L4: 0% SPED: L1: 86.36 L2: 9.09% L3: 4.55% L4: 0%	Homeless youth L1: 80.00% L2: 6.67% L3: 13.33% L4: 0% Sped L1: 83.61% L2: 4.92% L3: 6.56% L4: 4.92%			
1.6	Star 360 Math Growth	Overall: SGP Benchmark At/Above: 56.76% Below: 43.24% EL: 17 Students SGP Benchmark At/Above: 50.00% Below: 50.00% Hispanic: SGP Benchmark At/Above: 55.56% Below: 44.44% Homeless Youth: 2 Students SGP Benchmark At/Above: 100% Below: 0%	Overall SGP Benchmark At/Above: 50.65% Below: 49.35% EL SGP Benchmark At/Above: 46.67% Below: 53.33% Hispanic SGP Benchmark At/Above: 54.55% Below: 45.45% Homeless youth SGP Benchmark At/Above: 50.00% Below: 50.00% Sped SGP Benchmark		Increase percentage of students testing at/above by 10% overall and across all subgroups	Overall: SGP Benchmark At/Above: -6.11 Below: +6.11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPED: SGP Benchmark At/Above: 42.11% Below: 57.89%	At/Above: 32.35% Below: 67.65%			
1.7	Star 360 ELA Performance	Overall: L1: 27.61% L2: 24.63% L3: 34.33% L4: 13.43% EL: 18 Students L1: 38.89% L2: 50.00% L3: 11.11% L4: 0% Hispanic: L1: 29.17% L2: 29.17% L3: 31.25% L4: 10.42% Homeless Youth: 2 Students L1: 50% L2: 0% L3: 50% L4: 0% SPED: L1: 47.62% L2: 19.05% L3: 19.05% L4: 14.29%	Overall L1: 26.82% L2: 20.31% L3: 27.20% L4: 25.67% EL L1: 45.71% L2: 22.86% L3: 22.86% L4: 8.57% Hispanic L1: 25.00% L2: 24.17% L3: 29.17% L4: 21.67% Homeless youth L1: 28.57% L2: 7.17% L3: 64.29% L4: 0% Sped L1: 38.71% L2: 30.65% L3: 19.35% L4: 11.29%		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%	L1/L2: -5.11 L3/L4: +5.11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Star 360 ELA Growth	Overall: SGP Benchmark At/Above: 51.82% Below: 48.18% EL: 18 Students SGP Benchmark At/Above: 46.67% Below: 53.33% Hispanic: SGP Benchmark At/Above: 56.52% Below: 43.48% Homeless: 2 Students SGP Benchmark At/Above: 100% Below: 0% SPED: SGP Benchmark At/Above: 42.11% Below: 57.89%	Overall SGP Benchmark At/Above: 55.84% Below: 44.16% EL SGP Benchmark At/Above: 46.67% Below: 53.33% Hispanic SGP Benchmark At/Above: 57.35% Below: 42.65% Homeless youth SGP Benchmark At/Above: 25.00% Below: 75.00% Sped SGP Benchmark At/Above: 54.29% Below: 45.71%		Increase percentage of students testing at/above by 10% overall and across all subgroups	Overall: SGP Benchmark At/Above: +4.02 Below: -4.02
1.9	Course Pass Rates	Overall: All: 83.17% Math: 71.15% Eng: 80.28% Sci: 82.35% EL: All: 76.84% Math: 60.71% Eng: 77.78%	Overall All: 80.2% Math: 68.6% Eng: 78.9% Sci: 79.0% EL All: 83.5% Math: 76.9% Eng: 81.0%		Maintain or reach pass rates of 75% per course, both overall and in all subgroups	Overall: All: -2.9 Math: -2.44 Eng: -1.38 Sci: -3.35

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sci: 72.00% SPED: All: 77.46% Math: 58.14% Eng: 78.87% Sci: 72.34%	Sci: 90.0% Sped All: 76.5% Math: 67.4% Eng: 73.5% Sci: 66.7%			
1.10	3Es Survey Completion	Overall: 94.67%	87.00%		Maintain completion rate at 95%	Overall: -7.67%

Goal Analysis [2024-25]

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.

Content-area teams completed LTEL toolkit training and committed to integrating at least one essential LTEL component into their instruction. All staff members were informed about external professional development opportunities for English Learners. Teachers participated in Engageli training through various professional development sessions. In live Class Connect sessions, they consistently incorporate multiple student engagement strategies, such as polls, whiteboard tools, and chat features. As part of the training, teachers also learned to access their individual playback rooms, which provide analytics on live session attendance and student engagement. This data is regularly used to assess student mastery and inform instructional decisions, including the need for re-teaching—practices that are evident during monthly team DDI meetings and bi-weekly individual DDI sessions. During monthly team DDI meetings, teachers develop common formative assessments and use Engageli analytics to review outcomes, identify the need for re-teaching, and adjust lessons and pacing as needed. Academic Advisors use the Data Hub's GO Box to guide their weekly student outreach efforts. Each week, they analyze specific data points and document their findings in the Individual DDI tracker. Advisors also meet weekly with their Lead to discuss the data and develop targeted action plans as needed. [Action 1.1]

Insight implemented a training plan for onboarding new staff members. This provided new staff with asynchronous training in Engageli and the Online High School as needed. New hires meet with instructional coaches to develop lesson plans and instructional strategies targeted at virtual education. Instructional coaches attend and support during the first class of new teachers. In previous years, teachers did not meet with an instructional coach for lesson planning or have a coach in their first lesson, and new hire feedback indicated that this was an area we could grow. At an in-person professional development at the start of the school year, instructional coaches taught staff a new engagement focused virtual platform adopted by Insight to support students. The coaches presented targeted sessions on Engageli basic features, technical demos, playback room, admin portal, tables and polls, assessments, and lesson demos. Based on staff feedback, teachers appreciated the practical aspect of professional development and the time to practice using the platform. [Action 1.2]

Star360 data was utilized at the beginning and middle of the school year to identify students in need of additional support and to determine intervention caseloads. Intervention Specialists analyze this data to pinpoint the standards where intervention students struggle most, using the insights to design targeted pacing, curriculum, and assessments. They meet monthly for Team DDI sessions to review student growth and make necessary pacing adjustments. Student progress is continuously monitored through various assessments, which are reviewed and discussed with Leads during bi-weekly individual DDI meetings. However, Insight was unable to hire all of the intervention specialist positions initially planned and will continue to seek qualified applicants. [Action 1.3]

The resource IXL was used by Intervention and Special Education programs. IXL was used by Intervention teachers this school year for a total of 3,377 minutes and a total of 136 skills practiced by students. IXL was used in special programs for a total of 14,316 minutes and a total of 515 skills practiced by students. Insight partnered with Tutor.com, which is a 24/7 tutoring platform. It was made available to all students enrolled at Insight. 8 students have used the tutoring platform consistently for a total of 30 sessions this school year. 100% of students who used tutor.com for math support passed their math course. Insight partnered with Certified Languages International for translation services for communication with families speaking languages other than English. [Action 1.4]

Insight conducted FAFSA workshops, held College and Career Workshops, held a monthly College and Career support group and conducted the ASVAB. Students at Insight had the option to take a Career Planning course and Microsoft Courses with preparation to complete Microsoft certifications. Each student met with their counselor each term to discuss post secondary plans. Staff held community college outings every month. [Action 1.5]

Insight hired qualified content teachers to teach summer school courses and hired an Academic Advisor for summer school as well. All 12th grade students and 11th graders needing more than 80 credits to graduate were invited to attend summer school. By using this criteria, Insight not only helped students stay on track to graduate with their cohort, but also aimed to increase its graduation rate. By offering summer school to Insight students, we successfully graduated an additional 8 students, 7 of whom counted toward our graduation rate for the year. [Action 1.6]

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

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

Insight was effective in our Professional Development offerings to staff [Action 1.2], and Insight's instructional coaches have been effective in supporting staff with instructional and engagement strategies [Action 1.2], as reflected in course pass rates. While the overall pass rate declined a small amount, the overall rate was over 80% (80.58%), and core subjects saw the following pass rates: Math- 68.83%, English – 79.05%, Science – 81.03%. Star 360 data shows increases compared to prior year. Increase in Star 360 Math Level 3/4: 8.3%. Increase in Star 360 ELA Level 3/4: 5.11%.

All students who were enrolled in Reading Intervention [Action 1.3] at the beginning of the school year scored at level 1 or 2 on the beginning-of-the-year Star360. 17% of those students scored at level 3 and 4 on the mid-year Star360, demonstrating the effectiveness of the reading intervention.

Special Education teachers utilized IXL more frequently than Intervention [Action 1.4], and that is something that we hope to work on improving in the upcoming year. Special education students moved from 0% to 4.92% in Level 4 mid-year in math, and moved to at or above grade level from 58.14% to 68.18% in math.

Insight was effective in conducting the FAFSA workshop with 20 students attending, College and Career Workshop taking place on 5/21/25, and the monthly College and Career support group with 9 students attending. Insight effectively offered a Career Planning course, with 99 students taking the course this school year, and 44 students took the Microsoft PowerPoint course and 38 students took the Microsoft Word course. Insight was ineffective at administering the ASVAB, as 0% of our students participated. Insight was effective at offering Dual Enrollment, with 6 students currently enrolled in the course. Insight was ineffective at meeting the overall CCI goal as evidenced by no A-G completion, .0118 CTE Pathway Completion, no AP exams being taken or passed [Action 1.5].

Insight was effective in offering summer school as evidenced by 37 students who participated in summer school, 8 of whom were able to meet graduation requirements. [Action 1.6]

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.

Reading intervention specialists designed and piloted a new writing program aimed at equipping students with effective writing strategies to support success in their English courses and on the CAASPP assessment. Insight was unable to fill math intervention specialist positions due to a lack of qualified applicants during the school year [Action 1.3].

Insight partnered with Irvine Valley College during Trimester 3 to offer dual enrollment courses to students. Insight plans to offer dual enrollment courses from the start of next school year to offer programming to as many students as possible [Action 1.5].

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	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. SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards 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. 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.	$24,498.00	Yes
1.2	Instructional Coaching	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.	$52,864.00	Yes
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	$116,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.4	Instructional Support	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. 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. Intervention Specialist will use an online platform that provides specific standard based mini lessons and assessments to gauge student growth in the program. Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaing course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals.	$24,885.00	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 offerings that prepare students for post-secondary life while earning high school credit.	$6,072.00	Yes
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	$11,418.00	Yes

Action #	Title	Description	Total Funds	Contributing
		content areas are prioritized and students will carry a reduced credit load to allow them to focus on these courses.		

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 92.73% and 93.4%, 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 (27.3%) and White (32.1%) students than all students (26.1%). 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 32.28%, of which 29.11% 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% EL: 0% Hispanic: 0% Disadvantaged: 0% SPED: 0% White: 0%	Overall: 0% African American: 0% EL: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%		Maintain at 0%	Overall: 0% African American: 0% EL: 0% Hispanic: 0% Disadvantaged: 0% SPED: 0% White: 0%
2.2	Expulsion Rate	Overall: 0% African American: 0% Hispanic: 0%	Overall: 0% African American: 0%		Maintain at 0%	Overall: 0% African American: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 0%	Hispanic: 0% White: 0%			Hispanic: 0% White: 0%
2.3	Local Indicator: Parent and Family Engagement	Standard Met	Standard Met		Maintain at Standard Met	None
2.4	Local Indicator: Local Climate Survey	Standard Met	Standard Met		Maintain at Standard Met	None
2.5	Chronic Absenteeism Rate	Overall: 26.10% African American: 27.30% Hispanic: 21.70% White: 32.10%	Overall: 31.6% African American: 19.4% American Indian or Alaska Native: Asian: Filipino: Hispanic: 32.00% Pacific Islander: White: 30.7% Two or More Races: 40.9%		Decrease rate by 5% overall and across subgroups	Overall: +5.5 African American: -7.9 Hispanic: +10.3 White: -1.4
2.6	P1/P2 Attendance Rates	Overall: P1 - 92.73% P2 - 93.4%	P1 - 90.21% P2 - 90.79%		Maintain attendance rates at over 90%	Overall: P1: -2.62 P2: -2.61
2.7	Non-Classroom Connections	Overall: Counselor connections: 80.47% Advisor conferences: New metric will be established SY 24-25	Drop out: 36.52% Counselor connections: 89% Advisor conferences:		Make non-classroom connections with at least 90% of students	Overall: Counselor connections: +8.53
2.8	How the LEA will promote parental	100% of parents understand the process of English Learner	100% of parents understand the process of English		Increase parental participation in programs for	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participation in programs for unduplicated pupils	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 criteria for English learner reclassification to Fluent English Proficient (RFEP) 100% of parents are satisfied with their child's ELD support 100% receive communication from the school in a language they can understand. 100% of parents understand the ELD attendance requirements 80% of parents know who to contact at the school if their child needs help or support 80% of parents were interested in part	Learner identification and ELD program placement 92.3% of parents know to access ELPAC scores and understand what each level/score means 100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP) 100% of parents are satisfied with their child's ELD support 76.9% receive communication from the school in a language they can understand. 100% of parents understand the ELD attendance requirements		unduplicated pupils	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of/possibly being part of the ELAC Parent feedback: Learning Coaches would like to help getting in touch with counselors and teachers to better support their student. Learning Coaches would like to have more ELD class sessions to focus on conversation and how to express opinions	92.3% of parents know who to contact at the school if their child needs help or support 85% of parents were interested in part of/possibly being part of the ELAC Families of English Learner (EL) students have asked for support in both improving their own English skills and gaining a better understanding of resources available to support their students. In response, we are exploring a new asynchronous program that students can utilize both inside and outside of the classroom. The program also allows up to four			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			family members to have accounts, allowing parents and families to improve their English and better support their student.			
2.9	How the LEA will promote parental participation in programs for individuals with exceptional needs	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs	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	None

Goal Analysis [2024-25]

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.

100% of staff members follow established translation procedures and utilize the interpreter service [Action 2.1].

Strong start sessions were offered to all learning coaches prior to student start dates for each cohort. 100% of learning coaches were invited to participate in these sessions. Each trimester, 100% of students and families were provided with the opportunity to offer feedback for school improvement through trimester feedback surveys. To address the engagement, support, and growth needs of the school, the following positions were created and hired: Engagement Lead, Media and Community Liaison, Student Family Champion, and Student Champion Clerk. Lastly, Insight utilized Parent Square, a program designed to inform students and families of whole-school announcements, attendance alerts, and opportunities for family engagement [Action 2.2].

Insight's Lead Trauma Guidance Counselor oversaw the counseling department, the Social Worker, and the Student and Family Champion, who work closely to support unhoused and foster youth students. The Lead Trauma Guidance Counselor provided annual crisis training and updates and informed staff of any updated protocols. As situations arose throughout the school year, new processes and policies were implemented, such as the "Threat of Harm to Self or Others" policy. Counselors at Insight held individual student conferences every trimester to discuss social-emotional support, academic support, and post-secondary planning. The Social Worker worked closely with students in crisis and our unhoused and foster youth students. Counselors and Social Worker provided monthly support groups, including

LGBTQ, Self Care, Let's Talk About It, and Anxiety support groups. Insight ensures counselors maintain a 250:1 ratio as a means to provide the best support for our students and to comply with state recommendations. Insight delivered a comprehensive social emotional learning (SEL) curriculum to all students through the 7 Mindsets program, tailoring it to meet the unique needs of the student population. Additionally, Insight collaborated with The Cook Center for Human Connection to offer one-on-one parent support sessions and resources that enhanced parent guidance, ultimately contributing to student academic success. To further integrate SEL resources across all staff, the SEL committee delivered school-wide SEL resources, promoting a holistic integration of social emotional learning. Finally, all staff members, both new and returning, underwent SEL training through the 7 Mindsets curriculum to further support students [Action 2.3].

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

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

Insight effectively translated 28 documents into languages other than English this school year, ensuring that 100% of families received documents in a language they can understand when requested [Action 2.1].

Insight's orientation and engagement strategies led to maintaining 0% overall expulsion and suspension rates [Action 2.2].

89% of students met one on one with their counselor throughout the year. To further highlight the effectiveness of Insight's SEL program, parent engagement and resources provided to students and families, Insight maintained above 90% attendance in periods 1 and 2 (P1 - 90.21%, P2 - 90.79%) [Action 2.3].

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.

All actions were implemented as planned.

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.

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.	$1,721.00	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.	$53,050.00	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.	$130,292.00	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: 89.86% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 9.97%	Fully Credentialed and Properly Assigned: 89.40% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 10.60%		100% fully credentialed and properly assigned	Fully Credentialed and Properly Assigned: -.46 Teachers Without Credentials and Misassignments: 0% Credentialed Teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unknown/Incomplete: 0%	Unknown/Incomplete: 0%			Assigned Out-of-Field: +0.63 Unknown/Incomplete: 0%
3.2	Every pupil has sufficient access to standards-aligned instructional materials (SARC)	100% of students have access	100% of students have access		Maintain 100%	100% of students have access
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.	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, Visual		Full Implementation and Sustainability in all areas	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and Performing Arts, and Health Education. Initial implementation in Career Technical Education.			
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	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability 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	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability 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		Maintain full implementation and sustainability	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.	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 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.	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		Maintain offerings and add CTE offerings	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			attendance and graduation plan reviews by students/families (over 90%).			
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.	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	None
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.	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	None

Goal Analysis [2024-25]

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.

An internet subsidy was provided twice per year for students who qualified for free and reduced lunch [Action 3.1].

All students, including unduplicated pupils, maintained access to appropriately credentialed and assigned teachers [Action 3.2].

Insight's administration team met in-person following each administration of Star 360 assessments to perform in-depth data analysis. Results from these data digs drove changes to the live bell schedule and to the pacing guides and focus standards for intervention programs. Insight's dashboard coordinator interpreted and presented state testing results to staff and engagement partners at staff meetings and via shared score reports. She also restructured several school forms for families to increase accessibility and ease of use. Insight contracted with a program to provide automated alerts to families regarding student live session attendance. Insight also contracted with a student information system that enables families to have access to student records and documents in their primary language. ELD Specialists sent English Language Plans once per year and progress reports throughout the year. Insight contracted with a service that provides translation for school documents. [Action 3.3]

Insight provided hot spots to all MKV and Foster Youth students in need of internet access. Need was determined based on conversation held between family and School Social Worker. Insight tracks the usage of hotspot to ensure continuous access [Action 3.4]

Insight supports new educators in induction programs to provide comprehensive support, guidance, and mentorship to novice educators [Action 3.5].

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

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

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

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 [Action 3.2].

The use of translation services and a communication program ensured that families received information in their primary language [Action 3.3].

Insight was effective in providing hotspots to 100% of students in need of internet access [Action 3.4].

Insight effectively supported one new educator enrolled in an induction program this year [Action 3.5].

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.

Insight will hire additional teachers in the coming school year in order to lower teacher-to-student ratios. Lowering teacher ratios will allow for more effective small-group instruction, greater engagement, and stronger connections between students and staff. By doing so, we expect to improve student outcomes and better align with the LCAP priorities of increasing student achievement. [Action 3.2]

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$23,451.00	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. The school will work to lower caseloads for credentialed staff who provide instruction to students to allow for more personalized support for students.	$192,162.00	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.	$23,902.00	Yes
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	$1,041.00	No

Action #	Title	Description	Total Funds	Contributing
		free access to school. Insight will offer hotspots for wifi connectivity and will provide free shipping of hotspots.		
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 acquires 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.	$877.00	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: 59% African American: 66.70% EL: 69.20% Hispanic: 50% Homeless Youth: 54.50% Socioeconomically Disadvantaged: 59.70% SPED: 58.30% White: 59.60%	Overall: 66.4% African American: 46.2% EL: 56.3% Hispanic: 73.5% Homeless youth: 38.5% LTEL: 57.1% Socioeconomically Disadvantaged: 67.6% Sped: 61.9% White: 61.1%		Increase the graduation rate for all pupils and across all subgroups by 5%	Overall: +7.4 African American: -20.6 EL: -12.9 Hispanic: +23.5 Homeless Youth: +16 Socioeconomically Disadvantaged: +7.9 SPED: +3.6 White: +1.5
4.2	EL Progress	Overall: 43.80%	EL (Not LTEL): 42.1% LTEL: 42.1%		Increase by at least 10%	Overall: -1.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	EL Reclassification Rate	Overall: 62.20%	17.60%		Increase by 5%	Overall: -44.6
4.4	Student Pass Rate (By 60%+ Courses)	Overall: 80.79%	Overall: 79.06% EL: 85.71% LTEL: 85.19% Sped: 78.15%		Maintain at over 80%	Overall: -1.73
4.5	Student Graduation Plan Views	Overall: 94.67%	93.00%		Maintain at 95%	Overall: -1.67

Goal Analysis [2024-25]

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.

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 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 [Action 4.1].

Insight hired an Academic Data Coordinator at the start of the school year. She has developed and maintained an internal server of student data and performed ongoing training for staff on its use [Action 4.2].

The Insight English Language Development (ELD) team is dedicated to ensuring that all English Learners (ELs) receive both Integrated and Designated English Language Development. Content teachers deliver Integrated ELD within their courses, while the ELD team provides Designated ELD to all EL students. Placement in Designated ELD courses is determined by each student's English proficiency level and English Learner status. Students who are considered "newcomers" to the United States receive additional support and interventions to help them improve their English language skills. Long-Term English Learners (LTELs) benefit from research-based instructional strategies tailored specifically for them in every Designated ELD lesson. The ELD team at Insight ensures that each student has an English Language Plan with annual goals based on ELD standards for reading, writing, listening, and speaking. Additionally, progress reports on these goals are sent out twice a year [Action 4.3].

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

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

Insight was effective in ensuring 100% of students had access to graduation plans; 93% of students viewed their graduation plan [Action 4.1].

Overall graduation rate (Metric 4.1) increased by 7%, and the rate for some subgroups increased significantly (Hispanic, socioeconomically disadvantaged, special education). Insight will continue to use data-based strategies to highlight and target learner needs [Action 4.2].

Insight was unsuccessful in improving the graduation rate for English Learners (ELs), which decreased from 69.2% in the 2022-2023 school year to 56.3% in the 2023-2024 school year. The graduation rate for Long-term English Learners was slightly higher at 57.1% for the 2023-2024 school year. The reclassification rate (Metric 4.3) also decreased from 25% in the previous school year to 17.6% in the 2023-2024 school year. Insight was somewhat effective at improving the proficiency rate for English Learners, which increased by 2.4% compared to the previous year [Action 4.3].

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.

Insight has hired two new ELD specialists this year to reduce caseloads and provide more support to our newcomer students [Action 4.3].

Learning Recovery Emergency Block Grant (LREBG) funds added to Action 4.4.

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.

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	$132,636.00	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.	$14,447.00	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 toa 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.	$69,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Guidance Program	Learning Recovery Emergency Block Grant (LREBG) Funds included in Action The school guidance program aligns with the American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success, which emphasize academic, career, and social-emotional development through a comprehensive, data-informed approach. Research supports that school counseling programs grounded in the ASCA model improve student achievement, attendance, and graduation outcomes (Carey & Dimmitt, 2012; Lapan, Gysbers, & Petroski, 2001). Counselors meet consistently one-on-one with students to address academic progress, mental health concerns, and social-emotional needs, implementing individualized plans to bridge learning gaps and address credit deficiencies. The team conducts transcript audits after each grade reporting period to ensure accurate credit tracking and maintains up-to-date documentation, including prior school transcripts. Counselors emphasize early identification of students at risk of becoming credit deficient and collaborate with staff to create credit recovery plans and align supports with College/Career Readiness Indicators (CCIs). The team monitors all students' graduation pathways and continues support for one year post-graduation, reinforcing best practices identified by longitudinal transition research (Karp, 2013). The counseling department collaborates with all school departments to analyze the specific needs of students with disabilities and explore appropriate high school completion options and postsecondary pathways. Weekly data dig meetings allow the team to make targeted, high-impact commitments, particularly for historically underserved or significantly struggling student groups, an approach supported by evidence linking data-driven decision-making to improved equity and student outcomes (Datnow & Park, 2014). The overall graduation rate of 66.7% indicates that nearly one-third of students are not graduating on time. The need is especially significant among English Learners (44.4%), students with disabilities (49.3%), and homeless youth (53.6%), who are graduating at substantially lower rates. Socioeconomically disadvantaged (63.6%) and Hispanic students (63.3%) also fall below the overall rate, while African American students (66.7%) match the average but remain below state targets. These gaps	$83,309.00	Yes

Action #	Title	Description	Total Funds	Contributing
		demonstrate a critical need for intensified, equity-focused counseling support, early identification of at-risk students, and targeted interventions to improve outcomes. The graduation rate metric will also be used to assess progress and measure the impact of implemented strategies over time. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $49,660		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$521,597	$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
14.082%	7.101%	$213,837.65	21.183%

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
1.1	**Action:** Professional Development **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is	Professional development will support teachers and their teaching practices by providing them 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 action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students.	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

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
	below all students (146.8 points below standard) in math. 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. **Scope:** LEA-wide		
1.2	**Action:** Instructional Coaching **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is below all students (146.8 points below standard) in math. 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. **Scope:**	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 student achievement by providing the most effective learning environment for students.	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

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
	LEA-wide		
1.3	**Action:** Math/ELA Intervention **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is below all students (146.8 points below standard) in math. There is also a disparity in growth between English learners (46.7%) and the entire school (51.8%) in Star 360 reading assessments and in Star 360 math assessments (50% vs. 56.8%). **Scope:** LEA-wide	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.	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
1.5	**Action:** College/Career Readiness **Need:** The percentage of students prepared under the College and Career Indicator is extremely low at 0.8% prepared. White students have a 3% prepared rate, but are considered very low along with Hispanic students. Additionally, the African American, English learner, and	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	Progress will be monitored by 3E survey results, and effectiveness will be measured by college and career indicator results on the dashboard

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
	students with disabilities 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. **Scope:** LEA-wide	will investigate and purchase CTE programming for all students, to maximize the impact on improving the CCI rates on the dashboard.	
1.6	**Action:** Summer School **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is below all students (146.8 points below standard) in math. There is also a disparity in growth between English learners (46.7%) and the entire school (51.8%) in Star 360 reading assessments and in Star 360 math assessments (50% vs. 56.8%). **Scope:** LEA-wide	Summer school programming will support students whose credit deficiency puts them at risk of not graduating with their cohort by allowing them additional opportunities to earn credit and allowing them to focus on fewer courses at a time. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students	Progress will be monitored through the school's pass rates for the student groups of socioeconomically disadvantaged students and English learners. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback

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
2.2	**Action:** Engagement (family and climate) **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. **Scope:** LEA-wide	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.	Progress will be monitored through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.
2.3	**Action:** Social Emotional Learning, Prevention, and Intervention **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 80.47% **Scope:** LEA-wide	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.	Progress will be monitored by non-classroom connections between students and staff, and effectiveness will be measured by attendance and chronic absenteeism rates
3.2	**Action:** High-Quality Teachers	Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses	Effectiveness will be measured through the

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
	Need: Not all teachers are fully credentialed and appropriately assigned. In SY21-22, 89.86% 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. **Scope:** LEA-wide	granted to better attract and retain highly qualified and credentialed instructional staff.	Fully Credentialed and Appropriately Assigned Teachers local indicator
3.3	**Action:** Equity, Access, & Accountability **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 71.2%, the student group of English learners is 60.7%, and students with disabilities is 58.1%. The course pass rate for all students in ELA is 80.3%, the student group of English learners is 77.8%, and students with disabilities is 78.9%. **Scope:** LEA-wide	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.	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
4.1	**Action:** RAISE Team	The RAISE Team works with students to ensure they are compliant with attendance and making	Progress will be monitored through course pass rates

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
	Need: Need for guided support in academics and in attendance: The course pass rate for all students in math is 71.2%, the student group of English learners is 60.7%, and students with disabilities is 58.1%. The course pass rate for all students in ELA is 80.3%, the student group of English learners is 77.8%, and students with disabilities is 78.9%. Chronic absenteeism rate is 26.1%. **Scope:** LEA-wide	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.	and internal attendance rates. Effectiveness will be measured by chronic absenteeism and graduation rates
4.2	**Action:** Academic Data Coordinator **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is below all students (146.8 points below standard) in math. There is also a disparity in growth between English learners (46.7%) and the entire school (51.8%) in Star 360 reading assessments and in Star 360 math assessments (50% vs. 56.8%).	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.	Progress and effectiveness will be measured via CAASPP, course pass rates, and Star 360 data

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
	Scope: LEA-wide		
4.4	**Action:** Guidance Program **Need:** The graduation rate is particularly low among English Learners (56.3%), with Socioeconomically disadvantaged (67.6%) students also historically falling below the overall average. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis because the overall graduation rate of 66.4% indicates that nearly one-third of students are not graduating on time. Providing this action to all students will maximize its impact on increasing the graduation rate for all students.	Progress will be monitored through course pass rates, and effectiveness will be measured by graduation rates.

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	**Action:** Language Support (EL) **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	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.	Progress will be monitored through educational partner feedback. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)		Pupils local indicator on the Dashboard.
3.1	**Action:** Student ISP **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. **Scope:** Limited to Unduplicated Student Group(s)	An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access.	Effectiveness will be measured via educational partner feedback, internet subsidy requests, and the dashboard local indicator of implementation of state academic standards.
4.3	**Action:** ELD Services **Need:** Although 43.8% of English learners made academic progress were reclassified in the 22-23 school year, the percent of English learners who reclassified was 25%, 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. **Scope:**	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. Students will also receive targeted supports according to their needs.	Progress will be monitored via course pass rates and Star 360 data for English learners. Effectiveness will be measured by EL proficiency and reclassification rates, in addition to ELPAC and CAASPP data.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

N/A

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 ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned 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 Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,703,999	521,597	14.082%	7.101%	21.183%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$535,801.00	$78,504.00	$0.00	$348,579.00	$962,884.00	$880,800.00	$82,084.00

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
1	1.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$1,612.00	$22,886.00	$2,382.00			$22,116.00	$24,498.00	
1	1.2	Instructional Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$52,864.00	$0.00	$24,897.00	$27,967.00			$52,864.00	
1	1.3	Math/ELA Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$115,281.00	$1,518.00	$1,518.00			$115,281.00	$116,799.00	
1	1.4	Instructional Support	All	No			All Schools	25-26	$0.00	$24,885.00				$24,885.00	$24,885.00	
1	1.5	College/Career Readiness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$6,072.00	$0.00	$6,072.00				$6,072.00	
1	1.6	Summer School	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$11,418.00	$0.00	$11,418.00				$11,418.00	
2	2.1	Language Support (EL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$0.00	$1,721.00	$1,721.00				$1,721.00	
2	2.2	Engagement (family and climate)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$52,586.00	$464.00	$36,928.00			$16,122.00	$53,050.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$130,292.00	$0.00	$18,321.00			$111,971.00	$130,292.00	

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	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	25-26	$0.00	$23,451.00	$23,451.00				$23,451.00	
3	3.2	High-Quality Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$192,162.00	$0.00	$192,162.00				$192,162.00	
3	3.3	Equity, Access, & Accountability	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$19,160.00	$4,742.00	$19,028.00			$4,874.00	$23,902.00	
3	3.4	MKV/FY	MKV/FY	No			All Schools	25-26	$0.00	$1,041.00				$1,041.00	$1,041.00	
3	3.5	New Teacher Induction	All	No			All Schools	25-26	$0.00	$877.00		$877.00			$877.00	
4	4.1	RAISE Team	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$132,636.00	$0.00	$80,347.00			$52,289.00	$132,636.00	
4	4.2	Academic Data Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$14,447.00	$0.00	$14,447.00				$14,447.00	
4	4.3	ELD Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$68,961.00	$499.00	$69,460.00				$69,460.00	
4	4.4	Guidance Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$83,309.00	$0.00	$33,649.00	$49,660.00			$83,309.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to 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
3,703,999	521,597	14.082%	7.101%	21.183%	$535,801.00	0.000%	14.465 %	Total:	$535,801.00
								LEA-wide Total:	$441,169.00
								Limited Total:	$94,632.00
								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	1.1	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$2,382.00	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$24,897.00	
1	1.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$1,518.00	
1	1.5	College/Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools	$6,072.00	
1	1.6	Summer School	Yes	LEA-wide	English Learners Low Income	All Schools	$11,418.00	
2	2.1	Language Support (EL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,721.00	
2	2.2	Engagement (family and climate)	Yes	LEA-wide	English Learners Low Income	All Schools	$36,928.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$18,321.00	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$23,451.00	

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 (%)
3	3.2	High-Quality Teachers	Yes	LEA-wide	English Learners Low Income	All Schools	$192,162.00	
3	3.3	Equity, Access, & Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	$19,028.00	
4	4.1	RAISE Team	Yes	LEA-wide	English Learners Low Income	All Schools	$80,347.00	
4	4.2	Academic Data Coordinator	Yes	LEA-wide	English Learners Low Income	All Schools	$14,447.00	
4	4.3	ELD Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$69,460.00	
4	4.4	Guidance Program	Yes	LEA-wide	English Learners Low Income	All Schools	$33,649.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$515,874.63	$669,335.00

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	Professional Development	No Yes	$474.74	47,906
1	1.2	Instructional Coaching	Yes	$43,400.87	44,338
1	1.3	Math/ELA Intervention	Yes	$1,518.00	59,949
1	1.4	Instructional Support	No		5,512
1	1.5	College/Career Readiness	Yes		
1	1.6	Summer School	No		8,521
2	2.1	Language Support (EL)	Yes	$3,720.37	4,329
2	2.2	Engagement (family and climate)	Yes	$88,450.02	40,437
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	$101,465.27	141,819
3	3.1	Student ISP	Yes	$23,451.00	23,451

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	3.2	High-Quality Teachers	Yes	$129,812.72	137,982
3	3.3	Equity, Access, & Accountability	Yes	$15,809.66	22,992
3	3.4	MKV/FY	No		1,493
3	3.5	New Teacher Induction	No		546
3	3.6	New Staff Training	No Yes	$98.62	99
4	4.1	RAISE Team	Yes	$63,057.05	75,149
4	4.2	Academic Data Coordinator	Yes	$10,809.26	12,342
4	4.3	ELD Services	Yes	$33,807.05	42,470

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	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)
$420,029	$316,597.93	$332,971.00	($16,373.07)	0.000%	0.000%	0.000%

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	Professional Development	Yes	$474.74	$1,768		
1	1.2	Instructional Coaching	Yes	$9,813.48	$10,528		
1	1.3	Math/ELA Intervention	Yes	$1,518.00	$1,518		
1	1.5	College/Career Readiness	Yes				
2	2.1	Language Support (EL)	Yes	$3,720.37	$4,329		
2	2.2	Engagement (family and climate)	Yes	$31,279.46	$30,339		
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	$12,449.65	$13,150		
3	3.1	Student ISP	Yes	$23,451.00	$23,451		
3	3.2	High-Quality Teachers	Yes	$129,812.72	$137,982		
3	3.3	Equity, Access, & Accountability	Yes	$13,526.45	$13,436		
3	3.6	New Staff Training	Yes	$98.62	$99		
4	4.1	RAISE Team	Yes	$45,837.13	$45,155		
4	4.2	Academic Data Coordinator	Yes	$10,809.26	$11,379		

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	4.3	ELD Services	Yes	$33,807.05	$39,837		

2024-25 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)
$3,011,393	$420,029	4.21%	18.158%	$332,971.00	0.000%	11.057%	$213,837.65	7.101%

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.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- 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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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 or benefit from 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.

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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 means to grow 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.

- 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.

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.
    - 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.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - 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.
    - 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 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 2024

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

APPROVED

BOARD REPORT #2

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the application for federal categorical funds through the Consolidated Application,2025-26 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, Insight at San Diego 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.

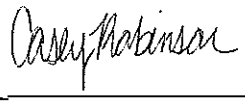
RECOMMENDATIONS: It is recommended the Governing Board approve the Consolidated Application, Application for Funding.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**  **Date: _6/25/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X				X	
Shelly Hess	X					X

Insight @ San Diego (37 68403 0125401)

Status: Certified
Saved by: Krista Mount
Date: 5/28/2025 8:43 PM

2025–26 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/ca24assurancestoc.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	05/28/2025

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.

2025–26 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	05/28/2025
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)	

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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/13/2022
Authorized Representative's Full Name	Krista Mount
Authorized Representative's Title	Director of Categorical Programs

Warning
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2025–26 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

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	Yes

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 DIEGO GOVERNING BOARD

BOARD REPORT # 03

APPROVED

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: Fiscal Year 2025-26 Preliminary Budget

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego 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 2025-26 May Revision.

The preliminary budget for the 2025-26 fiscal year is based on an estimated P2 ADA of 291 students, which is expected to generate $5,043,337 in funding. The current budget anticipates a deficit of $896,808, 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 Diego's revenues meet all expenses with no deficit. The current budget also includes a $105,950 carry forward fund balance from fiscal year 2024-25, which Insight at San Diego will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:
The forecasted revenue is $5,043,337. The school anticipates an ending fund balance of $105,950 for the 2025-26 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Adopted Budget for the 2025-26 school year on behalf of Insight at San Diego

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	Francis "Paco" Burke
Head of School	Chief Business Official

PRESENTED BY:

Kimberly Odom	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date: _6/25/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					X
Shelly Hess	X				X	

Insight at San Diego

Board Presentation

Fiscal Year 2025-26

Preliminary Budget

Insight Schools of California

COUGARS

BE THE REASON

Insight Schools of California
COUGARS
BE THE REASON

Insight at San Diego

Summary of Changes from Fiscal Year 2024-25 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	291	49	20% increase compared to Fiscal Year 2024-25 Estimated Actuals
LCFF Revenue	$ 4,225,596	$ 794,174	Due to increase in estimated P2 ADA and increase in LCFF funding rate (2.30% COLA).
Restricted Revenue	$ 803,752	$ 112,177	Primarily due to ADA driven increase in estimated SPED funding, and and increase in Title and CSI spending, partially offset by decrease in planned Educator Effectivenes and Learning Recovery Emergency Block Grant spending
Expenses	$ 5,043,337	$ 903,924	Primarily due to an increase in enrollment driven materials and services, certificated personnel, restricted funded classified personnel, all of which partially offset increase in estimated FY 25-26 K12 Invoice Credits

Fiscal Year 2025-26 Preliminary Budget Highlights

SB740	63.17%	Certificated salaries and benefits, as a percent of revenue, is 23.2% higher than required
	97.41%	Instruction and instruction-related services, as a percent of revenue, is 17.4% higher than required
K12 Invoice Credits	$ (896,808)	Amount of credits issued by K12 for Fiscal Year 2025-26, which guarantee the school does not end the year with a deficit

Insight at San Diego

Fiscal Year 2025-26

Preliminary Budget Comparison

Description	Object Code	2024-25 Adopted Budget	2024-25 First Interim Budget	2024-25 Second Interim Budget	2024-25 Estimated Actuals	2025-26 Preliminary Budget	vs. Estimated Actuals Increase (Decrease) $ Difference	vs. Estimated Actuals Increase (Decrease) % Change	
P2 ADA		167	233	256	242	291	49	20.24%	a
A. REVENUES									
1. LCFF/Revenue Limit Sources	8010-8099	$ 2,366,301	$ 3,298,102	$ 3,624,414	$ 3,431,422	$ 4,225,596	$ 794,174	23.14%	b
2. Federal Revenues	8100-8299	281,607	244,892	216,635	189,478	367,112	177,633	93.75%	c
3. Other State Revenues	8300-8599	328,460	427,720	513,315	502,097	436,641	(65,456)	-13.04%	d
4. Other Local Revenues	8600-8799	6,395	7,512	11,685	16,416	13,989	(2,427)	-14.78%	e
5. TOTAL REVENUES		**$ 2,982,764**	**$ 3,978,226**	**$ 4,366,049**	**$ 4,139,413**	**$ 5,043,337**	**$ 903,924**	**21.84%**	
B. EXPENDITURES									
1. Certficated Salaries	1000-1999	$ 998,176	$ 1,331,108	$ 1,469,189	$ 1,429,005	$ 2,150,333	$ 721,328	50.48%	f
2. Non-certificated Salaries	2000-2999	167,219	125,763	124,246	90,434	269,456	179,022	197.96%	g
3. Employee Benefits	3000-3999	376,582	499,241	533,810	513,399	809,074	295,676	57.59%	h
4. Books and Supplies	4000-4999	538,725	672,339	679,964	654,985	778,513	123,528	18.86%	i
5. Services and Other Operating Expenditures	5000-5999	893,266	1,341,526	1,551,157	1,445,070	1,026,522	(418,548)	-28.96%	j
6. Capital Outlay	6000-6999	8,797	8,251	7,683	6,521	9,439	2,918	44.76%	k
7. Other Outgo	7100-7499	-	-	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 2,982,764**	**$ 3,978,226**	**$ 4,366,049**	**$ 4,139,413**	**$ 5,043,337**	**$ 903,924**	**21.84%**	
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 20% increase compared to Fiscal Year 2024-25 Estimated Actuals
- b Due to increase in estimated P2 ADA and increase in LCFF funding rate (2.30% COLA).
- c Primarily due to an increase in planned Title and CSI spending
- d Primarily due a decrease in planned Educator Effectiveness and LREBG expenditures, partially offset by an ADA driven increase in estimated SPED funding
- e School set up interest bearing accounts effective October 2023.
- f Primarily due to an increase of enrollment driven 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 health benefits rate and increase in health benefits participation
- i Primarily due to increase in enrollment driven materials and services
- j Primarily due to an increase in estimated FY 25-26 K12 Invoice Credits, partially offset by an increase in enrollment driven materials and services
- k Due to an estimated increase in asset purchases - employee computers and technology

Insight Schools of California
COUGARS
BE THE REASON

Insight at San Diego

Fiscal Year 2025-26 Preliminary Budget

Senate Bill 740 Instructional Cost

Certificated Salaries and Benefits	Object Code		Total
Certificated Teacher Salaries	1100	$	1,953,012
Cert. Supervisors' and Admin. Salaries	1300	$	169,515
Additional Certificated Personnel Pay	1900	$	27,805
Certificated Employee Benefits	3000-3999	$	701,658
Special Ed. - Certificated Contract Services (Certificated Portion - 90%)	5100	$	333,651
Certificated Staff Cost		**$**	**3,185,642**
Non-Certificated Support Salaries	2200	$	269,456
Non-Certificated Employee Benefits	3000-3999	$	107,417
Approved Textbooks and Core Curricula Materials	4100	$	741,422
Materials and Supplies	4300	$	37,091
Special Ed. - Certificated Contract Services (Non-certificated portion - 10%)	5100	$	37,072
Travel and Conferences	5200	$	62,472
Inst. Computers/Printers/Leasing	5600	$	269,016
Contract - Student Instructional Technology (7%)	5800	$	158,274
Other Instructional and Operating Expenditures	5800	$	2,456
ISP Services/Telephone	5900	$	42,191
Instruction & Instruction-Related Costs		**$**	**1,726,866**
Total Instructional Cost		**$**	**4,912,508**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 3,185,642	$ 5,043,337	63.17%
B. Total Instructional Costs	$ 4,912,508	$ 5,043,337	97.41%
C. PTR (Pupil-Teacher Ratio)	**18.94**	**: 1**	

Note:

In order to qualify for a 100% funding recommendation from ACCS, Insight at San Diego 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 2025-26 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 685,803	$ (685,803)	$ -
Technology Fees (7%)	$ 369,279	$ (211,005)	$ 158,274
OLS - Curriculum & Development	$ 650,738	$ -	$ 650,738
Instruction Materials	$ 62,364	$ -	$ 62,364
Inst. Computers/Printers/Leasing	$ 261,301	$ -	$ 261,301
Total Net K12, Inc.-Related Expenditures	**$ 2,029,484**	**$ (896,808)**	**$ 1,132,676**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 ADOPTED BUDGET

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2025-26

To the entity that approved the charter school:

(___) 2025-26 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 25, 2025
Charter School Official
(Original signature required)

Print Name: Kimberly Odom Title: Head of School

To the County Superintendent of Schools:

(___) 2025-26 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:	For Charter School:
Kathleen McKenzie	Francis "Paco" Burke
Name	Name
Asst. Supt. HR & Business Services	Chief Business Official
Title	Title
760-765-0336	805.232.4142
Phone	Phone
kathleen@svesd.net	fburke@caliva.org
E-mail	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
2025-26 ADOPTED BUDGET - SUMMARY

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2025-26

Description	Object Code	2024-25 Estimated Actuals (X)	2025-26 Adopted Budget (Z)	Estimated Actuals vs. Adopted Budget Increase (Decrease) $ Difference (Z) vs. (X)	Estimated Actuals vs. Adopted Budget Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	3,431,422	4,225,596	794,174	23.14%
2. Federal Revenues	8100-8299	189,478	367,112	177,633	93.75%
3. Other State Revenues	8300-8599	502,097	436,641	-65,456	-13.04%
4. Other Local Revenues	8600-8799	16,416	13,989	-2,427	-14.78%
5. TOTAL REVENUES		4,139,413	5,043,337	903,924	21.84%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	1,429,005	2,150,333	721,328	50.48%
2. Non-certificated Salaries	2000-2999	90,434	269,456	179,022	197.96%
3. Employee Benefits	3000-3999	513,399	809,074	295,676	57.59%
4. Books and Supplies	4000-4999	654,985	778,513	123,528	18.86%
5. Services and Other Operating Expenditures	5000-5999	1,445,070	1,026,522	-418,548	-28.96%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	6,521	9,439	2,918	44.76%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		4,139,413	5,043,337	903,924	21.84%
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	105,950	105,950	0	0%
b. Adjustments to Beginning Balance	9793, 9795	0	0	0	
c. Adjusted Beginning Balance		105,950	105,950		
2. Ending Fund Balance, June 30 (E + F.1.c.)		105,950	105,950		
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	105,950	105,950	-	0%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Adopted Budget - Detail

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

[X] **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	2024-25 Estimated Actuals			2025-26 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	2,845,745	-	2,845,745	3,508,874	-	3,508,874
Education Protection Account State Aid - Current Year	8012	569,632	-	569,632	700,677	-	700,677
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	16,045	-	16,045	16,045	-	16,045
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		3,431,422	-	3,431,422	4,225,596	-	4,225,596
2. Federal Revenues							
No Child Left Behind	8290	-	39,437	39,437	-	44,152	44,152
Special Education - Federal	8181, 8182	-	21,648	21,648	-	18,533	18,533
Child Nutrition - Federal	8220	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	128,393	128,393	-	304,427	304,427
Total, Federal Revenues		-	189,478	189,478	-	367,112	367,112
3. Other State Revenues							
Special Education - State	StateRevSE	-	236,030	236,030	-	283,801	283,801
All Other State Revenues	StateRevAO	50,620	215,447	266,067	53,911	98,928	152,840
Total, Other State Revenues		50,620	451,476	502,097	53,911	382,729	436,641
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	16,416	-	16,416	13,989	-	13,989
Total, Local Revenues		16,416	-	16,416	13,989	-	13,989
5. TOTAL REVENUES		3,498,459	640,955	4,139,413	4,293,496	749,841	5,043,337
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	1,206,117	222,888	1,429,005	1,572,121	380,891	1,953,012
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	-	-	-	96,866	72,649	169,515
Other Certificated Salaries	1900	-	-	-	23,671	4,134	27,805
Total, Certificated Salaries		1,206,117	222,888	1,429,005	1,692,658	457,675	2,150,333
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-
Non-certificated Support Salaries	2200	54,840	35,595	90,434	163,399	106,057	269,456
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-
Total, Non-certificated Salaries		54,840	35,595	90,434	163,399	106,057	269,456
3. Employee Benefits							
STRS	3101-3102	230,368	42,572	272,940	323,298	87,416	410,714
PERS	3201-3202	14,834	9,628	24,462	43,807	28,434	72,241
OASDI / Medicare / Alternative	3301-3302	29,185	7,521	36,707	45,994	11,853	57,847
Health and Welfare Benefits	3401-3402	131,236	34,210	165,445	206,190	40,266	246,455
Unemployment Insurance	3501-3502	-	-	-	-	-	-
Workers' Compensation Insurance	3601-3602	11,158	2,687	13,845	17,583	4,234	21,818
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		416,781	96,618	513,399	636,872	172,203	809,074
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	613,096	6,171	619,267	734,034	7,389	741,422
Books and Other Reference Materials	4200	-	-	-	-	-	-
Materials and Supplies	4300	35,718	-	35,718	37,091	-	37,091
Noncapitalized Equipment	4400	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-
Total, Books and Supplies		648,814	6,171	654,985	771,124	7,389	778,513

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Adopted Budget - Detail

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

[X] **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	2024-25 Estimated Actuals			2025-26 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	46	327,559	327,605	52	370,671	370,723
Travel and Conferences	5200	2,521	21,254	23,776	6,625	55,847	62,472
Dues and Memberships	5300	6,403	8,872	15,275	2,600	3,602	6,202
Insurance	5400	12,806	-	12,806	12,883	-	12,883
Operations and Housekeeping Services	5500	1,495	-	1,495	1,573	-	1,573
Rentals, Leases, Repairs, and Noncap. Improvements	5600	217,166	-	217,166	269,016	-	269,016
Transfers of Direct Costs	5700	-	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	809,845	305	810,151	261,363	99	261,461
Communications	5900	35,848	949	36,797	41,103	1,088	42,191
Total, Services and Other Operating Expenditures		1,086,131	358,939	1,445,070	595,215	431,307	1,026,522
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*	6,521	-	6,521	9,439	-	9,439
Total, Capital Outlay		6,521	-	6,521	9,439		9,439
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		3,419,203	720,211	4,139,413	3,868,708	1,174,630	5,043,337
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		79,256	(79,256)	0	424,789	(424,789)	-
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	4,531	(4,531)	-	(424,789)	424,789	-
4. TOTAL OTHER FINANCING SOURCES / USES		4,531	(4,531)	-	(424,789)	424,789	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		83,787	(83,787)	0	-	-	-
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	105,950	-	105,950	105,950	-	105,950
b. Adjustments to Beginning Balance	9793, 9795	(83,787)	83,787	-	-	-	-
c. Adjusted Beginning Balance		22,163	83,787	105,950	105,950	-	105,950
2. Ending Fund Balance, June 30 (E + F.1.c.)		105,950	-	105,950	105,950	-	105,950
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 Uncertainities	9789	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	105,950	-	105,950	105,950	-	105,950

Insight Schools of California
COUGARS
BE THE REASON

Insight at San Diego

Fiscal Year 2025-26 Preliminary Budget

Multi-Year Projection Assumptions			
Factor	**FY 2025-26 (Y1)**	**FY 2026-27 (Y2)**	**FY 2027-28 (Y3)**
Estimated Enrollment	318	322	325
Estimated # Unduplicated Pupils	222	226	229
Estimated P2 ADA	291	294	296
Average Daily Attendance Growth Rate [1]	20.2%	1.0%	1.0%
Special Education	20.2%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.42%	2.98%	2.77%
Statutory Cost-of-Living Allowance (COLA)	2.30%	3.02%	3.42%
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]	2.42%	3.05%	3.36%
Estimated Certificated FTEs	27.9	28.2	28.5
% Increase (Decrease) Certificated FTEs	58.87%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	-5.29%	2.99%	2.32%
Salaries (Min Wage Schedule)	2.42%	2.96%	2.30%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	2.7	2.7	2.7
% Increase (Decrease) Classified FTEs	64.37%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	81.28%	2.98%	2.77%
CalPERS Employer Rate (statutory)	26.81%	26.90%	27.80%
Other State Revenues: Lottery	$ 53,716	$ 55,317	$ 56,849
Other State Revenues: Mandated Block Grant	$ 16,576	$ 17,076	$ 17,660
Other State Revenues: A-G Completion	$ -	$ -	$ -
Other State Revenues: Arts, Music, Instr Materials Block Grant	$ 7,043	$ 7,256	$ 7,504
Other State Revenues: Educator Effectiveness	$ 28,844	$ 29,715	$ 30,731
Other State Revenues: Learning Recovery Emergency Block Grant	$ 46,660	$ 48,070	$ 49,714
Other Federal Revenues: ESSA CSI	$ 304,427	$ 313,499	$ 322,183
Other Federal Revenues: ESSER I, II, III	$ -	$ -	$ -

[1] FY 2025-26 growth rate based on FY 2024-25 P2 ADA

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

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 Adopted Budget

Charter School Name: insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1871
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

[X] 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 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	3,508,874	0	3,508,874	3,652,742	3,813,635
Education Protection Account State Aid - Current Year	8012	700,677	0	700,677	729,057	761,530
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	16,045	0	16,045	16,045	16,045
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		4,225,596	0	4,225,596	4,397,844	4,591,210
2. Federal Revenues						
No Child Left Behind	8290	0	44,152	44,152	45,468	46,727
Special Education - Federal	8181, 8182	0	18,533	18,533	18,718	18,905
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	304,427	304,427	0	0
Total, Federal Revenues		0	367,112	367,112	64,185	65,632
3. Other State Revenues						
Special Education - State	StateRevSE	0	283,801	283,801	286,639	289,505
All Other State Revenues	StateRevAO	53,911	98,928	152,840	157,434	162,459
Total, Other State Revenues		53,911	382,729	436,641	444,073	451,964
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	13,989	0	13,989	0	0
Total, Local Revenues		13,989	0	13,989	0	0
5. TOTAL REVENUES		4,293,496	749,841	5,043,337	4,906,102	5,108,806
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,572,121	380,891	1,953,012	2,032,611	2,101,094
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	96,866	72,649	169,515	174,567	179,402
Other Certificated Salaries	1900	23,671	4,134	27,805	28,634	29,427
Total, Certificated Salaries		1,692,658	457,675	2,150,333	2,235,812	2,309,924
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	163,399	106,057	269,456	277,486	285,172
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		163,399	106,057	269,456	277,486	285,172
3. Employee Benefits						
STRS	3101-3102	323,298	87,416	410,714	427,040	441,195
PERS	3201-3202	43,807	28,434	72,241	74,644	79,278
OASDI / Medicare / Alternative	3301-3302	45,994	11,853	57,847	58,451	61,011
Health and Welfare Benefits	3401-3402	206,190	40,266	246,455	235,349	248,835
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	17,583	4,234	21,818	22,046	23,011
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		636,872	172,203	809,074	817,529	853,331

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2025-26 Adopted Budget

Charter School Name: Insight @ San Diego

(continued)

CDS #: 37684030125401

Charter Approving Entity: Spencer Valley Elementary School

County: San Diego

Charter #: 1371

Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

[X] 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 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	734,034	7,389	741,422	639,370	696,319
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	37,091	0	37,091	38,196	39,254
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		771,124	7,389	778,513	677,566	735,574
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	52	370,671	370,723	381,771	392,346
Travel and Conferences	5200	6,625	55,847	62,472	64,334	66,116
Dues and Memberships	5300	2,600	3,602	6,202	2,216	2,278
Insurance	5400	12,883	0	12,883	13,267	13,635
Operations and Housekeeping Services	5500	1,573	0	1,573	1,620	1,665
Rentals, Leases, Repairs, and Noncap. Improvements	5600	269,016	0	269,016	277,137	286,563
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	261,363	99	261,461	104,196	107,562
Communications	5900	41,103	1,088	42,191	43,448	44,652
Total, Services and Other Operating Expenditures		595,215	431,307	1,026,522	887,989.27	914,816.41
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*	9,439	0	9,439	9,721	9,990
Total, Capital Outlay		9,439	0	9,439	9,721	9,990
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		3,868,708	1,174,630	5,043,337	4,906,102	5,108,806
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		424,789	(424,789)	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	(424,789)	424,789	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(424,789)	424,789	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	0	0

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 Adopted Budget

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9650-9669)

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

Description	Object Code	FY 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	105,950	0	105,950	105,950	105,950
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		105,950	0	105,950	105,950	105,950
2. Ending Fund Balance, June 30 (E + F.1.c.)		105,950	0	105,950	105,950	105,950
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	105,950	0	105,950	105,950	105,950

Insight at San Diego

Fiscal Year 2025-26

Preliminary Budget

FY 2025-26(Y1) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	**1,051,573**	**1,007,491**	**992,466**	**929,327**	**997,694**	**982,669**	**919,531**	**987,897**	**972,873**	**909,734**	**978,101**	**963,076**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,605	0	16,045
Net State Aid	8011	0	315,799	315,799	315,799	315,799	315,799	315,799	315,799	315,799	315,799	315,799	350,887	0	3,508,874
EPA	8012	175,169	0	0	175,169	0	0	175,169	0	0	175,169	0	0	0	700,677
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	91,778	0	0	91,778	0	0	91,778	0	0	91,778	0	0	367,112
Other State Revenues	8300-8599	21,832	21,832	65,496	21,832	21,832	65,496	21,832	21,832	65,496	21,832	21,832	65,496	0	436,641
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	13,989	0	13,989
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	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
TOTAL RECEIPTS		**197,001**	**430,853**	**382,739**	**514,244**	**430,853**	**382,739**	**514,244**	**430,853**	**382,739**	**514,244**	**430,853**	**431,977**	**0**	**5,043,337**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	204,794	204,794	204,794	204,794	204,794	204,794	204,794	204,794	204,794	204,794	102,397	0	2,150,333
Classified Salaries	2000-2999	22,455	22,455	22,455	22,455	22,455	22,455	22,455	22,455	22,455	22,455	22,455	22,455	0	269,456
Employee Benefits	3000-3999	67,423	67,423	67,423	67,423	67,423	67,423	67,423	67,423	67,423	67,423	67,423	67,423	0	809,074
Supplies and Services	4000-5999	150,420	150,420	150,420	150,420	150,420	150,420	150,420	150,420	150,420	150,420	150,420	150,420	0	1,805,035
Capital Outlays	6000-6599	787	787	787	787	787	787	787	787	787	787	787	787	0	9,439
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0		0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	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
TOTAL DISBURSEMENTS		**241,084**	**445,877**	**445,877**	**445,877**	**445,877**	**445,877**	**445,877**	**445,877**	**445,877**	**445,877**	**445,877**	**343,481**	**0**	**5,043,337**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
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)		**(44,082)**	**(15,025)**	**(63,139)**	**68,367**	**(15,025)**	**(63,139)**	**68,367**	**(15,025)**	**(63,139)**	**68,367**	**(15,025)**	**88,497**	**0**	**(0)**
F. ENDING CASH (A + E)		**1,007,491**	**992,466**	**929,327**	**997,694**	**982,669**	**919,531**	**987,897**	**972,873**	**909,734**	**978,101**	**963,076**	**1,051,573**		
G. ENDING CASH, PLUS ACCRUALS															**1,051,573**

Insight at San Diego

Fiscal Year 2025-26

Preliminary Budget

FY 2026-27(Y2) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	**1,051,573**	**1,033,517**	**966,499**	**927,842**	**1,027,042**	**960,024**	**921,367**	**1,020,567**	**953,549**	**914,893**	**1,014,093**	**947,075**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,444	1,605	0	16,045
Net State Aid	8011	0	328,747	328,747	328,747	328,747	328,747	328,747	328,747	328,747	328,747	328,747	365,274	(143,868)	3,508,874
EPA	8012	182,264	0	0	182,264	0	0	182,264	0	0	182,264	0	0	(28,380)	700,677
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	16,046	0	0	16,046	0	0	16,046	0	0	16,046	0	302,926	367,112
Other State Revenues	8300-8599	22,204	22,204	66,611	22,204	22,204	66,611	22,204	22,204	66,611	22,204	22,204	66,611	(7,432)	436,641
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	13,989	13,989
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	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
TOTAL RECEIPTS		**204,468**	**368,441**	**396,802**	**534,659**	**368,441**	**396,802**	**534,659**	**368,441**	**396,802**	**534,659**	**368,441**	**433,490**	**137,235**	**5,043,337**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	212,934	212,934	212,934	212,934	212,934	212,934	212,934	212,934	212,934	212,934	106,467	(85,479)	2,150,333
Classified Salaries	2000-2999	23,124	23,124	23,124	23,124	23,124	23,124	23,124	23,124	23,124	23,124	23,124	23,124	(8,030)	269,456
Employee Benefits	3000-3999	68,127	68,127	68,127	68,127	68,127	68,127	68,127	68,127	68,127	68,127	68,127	68,127	(8,455)	809,074
Supplies and Services	4000-5999	130,463	130,463	130,463	130,463	130,463	130,463	130,463	130,463	130,463	130,463	130,463	130,463	239,480	1,805,035
Capital Outlays	6000-6599	810	810	810	810	810	810	810	810	810	810	810	810	(281)	9,439
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0		0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	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
TOTAL DISBURSEMENTS		**222,524**	**435,459**	**435,459**	**435,459**	**435,459**	**435,459**	**435,459**	**435,459**	**435,459**	**435,459**	**435,459**	**328,991**	**137,235**	**5,043,337**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
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)		**(18,056)**	**(67,018)**	**(38,657)**	**99,200**	**(67,018)**	**(38,657)**	**99,200**	**(67,018)**	**(38,657)**	**99,200**	**(67,018)**	**104,498**	**(0)**	**0**
F. ENDING CASH (A + E)		**1,033,517**	**966,499**	**927,842**	**1,027,042**	**960,024**	**921,367**	**1,020,567**	**953,549**	**914,893**	**1,014,093**	**947,075**	**1,051,573**		
G. ENDING CASH, PLUS ACCRUALS															**1,051,573**

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Insight @ San Diego (125401) - FY25-26 Adopted Budget						
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
General Assumptions						
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	3.02%	3.42%
Base Grant Proration Factor	0.00%	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%	0.00%
Student Assumptions:						
Enrollment Count	143	158	231	318	322	325
Unduplicated Pupil Count (UPC)	95	110	166	222	226	229
Unduplicated Pupil Percentage (UPP)	67.91%	68.34%	69.74%	70.41%	70.55%	70.24%
Current Year LCFF Average Daily Attendance (ADA)	135.50	161.56	241.68	290.60	293.51	296.44
Funded LCFF ADA	135.50	161.56	241.68	290.60	293.51	296.44
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	$1,504,321	$1,941,143	$2,935,021	$3,610,135	$3,756,301	$3,923,706
Grade Span Adjustment	39,160	50,407	76,372	93,864	97,738	101,976
Adjusted Base Grant	$1,543,481	$1,991,550	$3,011,393	$3,703,999	$3,854,039	$4,025,682
Supplemental Grant	209,636	272,205	420,029	521,597	543,805	565,528
Concentration Grant	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$1,753,117	$2,263,755	$3,431,422	$4,225,596	$4,397,844	$4,591,210
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)	**$1,753,117**	**$2,263,755**	**$3,431,422**	**$4,225,596**	**$4,397,844**	**$4,591,210**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 1,753,117**	**$ 2,263,755**	**$ 3,431,422**	**$ 4,225,596**	**$ 4,397,844**	**$ 4,591,210**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 12,938	$ 14,012	$ 14,198	$ 14,541	$ 14,984	$ 15,488
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	1,753,117	2,263,755	3,431,422	4,225,596	4,397,844	4,591,210
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *10,707*	$ *12,439*	$ *16,045*	$ *16,045*	$ *16,045*	$ *16,045*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 133,066	$ 294,516	$ 569,632	$ 700,677	$ 729,057	$ 761,530
Net State Aid *(excludes Additional State Aid)*	$ 1,609,344	$ 1,956,800	$ 2,845,745	$ 3,508,874	$ 3,652,742	$ 3,813,635
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 1,753,117**	**$ 2,263,755**	**$ 3,431,422**	**$ 4,225,596**	**$ 4,397,844**	**$ 4,591,210**
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 1,609,344	$ 1,956,800	$ 2,845,745	$ 3,508,874	$ 3,652,742	$ 3,813,635
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 27,100	$ 294,516	$ 569,632	$ 700,677	$ 729,057	$ 761,530
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 21,030	$ 883	$ 607	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	10,707	12,439	16,045	16,045	16,045	16,045
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 1,753,117	$ 2,263,755	$ 3,431,422	$ 4,225,596	$ 4,397,844	$ 4,591,210
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 1,753,117	$ 2,263,755	$ 3,431,422	$ 4,225,596	$ 4,397,844	$ 4,591,210
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant *(Excludes add-ons for TIIG & Transportation)*	[redacted]			$ 3,703,999	$ 3,854,039	$ 4,025,682
Supplemental and Concentration Grant funding in the LCAP year				$ 521,597	$ 543,805	$ 565,528
Projected Additional 15% Concentration Grant funding in the LCAP year				$ -	$ -	$ -
Percentage to Increase or Improve Services				14.08%	14.11%	14.05%

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

APPROVED

BOARD REPORT # 04

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: The ratification of disbursements made by Insight at San Diego from February 2025 through April 2025.

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego ratify the disbursements made by the school from February 2025 through April 2025.

BACKGROUND:
On a monthly basis, Insight at San Diego 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 2025 through April 2025.

BUDGET IMPLICATIONS:
The total disbursements for the months of February, March, and April were $430,795, $350,764, and $414,257, respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by Insight at San Diego from February 2025 through April 2025.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:

Kimberly Odom	Dustin Kepler
Head of School	Accounts Payable Specialist

PRESENTED BY:

Kimberly Odom	Francis "Paco" Burke
Head of School	Chief Business Official

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date: _6/25/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					X
Shelly Hess	X				X	

Insight School at San Diego
Board Disbursements A/P Payment History
February 01, 2025 - February 28, 2025

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	193,364.66
Insperity	PEO - Payroll Services and HR Admin Services provider	191,464.10
Rids Brother Company Inc	Transportation Services	14,455.00
New Haven Youth & Family Services, Inc.	Special Education Contracted Services	5,359.59
Dynamic Hope Schools	Special Education Contracted Services	4,874.63
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	2,700.00
California Teachers Association	Union Dues	2,480.00
E-Therapy Intermediate, INC	Special Education Contracted Services	2,086.48
State Board of Equalization	Sales Tax	2,000.00
Partners in Special Education	Special Education Contracted Services	1,992.50
El Paseo Children's Center, Inc.	Special Education Contracted Services	1,764.80
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	1,579.46
Effectual Educational Consulting Service	Special Education Services	1,570.00
Marnie Young dba Adapted Child's Play	Special Education Contracted Services	1,203.75
Anchor Counseling & Education Solutions	Special Education Contracted Services	1,036.51
The Silly Room	Special Education Contracted Services	750.00
The Stepping Stones Group LLC	Special Education Contracted Services	343.95
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	325.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	315.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	315.00
Best Hearing San Diego	Special Education Contracted Services	300.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	158.75
eLuma LLC	Special Individual Counseling Services	152.50
Tabitha Obligacion dba Behavior Education Consulting Center	SPED Services	115.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	88.50
Grand Total		**430,795.18**

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
February 01, 2025 - February 28, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 02.10.25 & 02.21.25 - Insperity(INSIGHT@SAN DIEGO)					(191,464.10)
	Bill	02/27/2025	ISSD_FEB'25 PYRL	ISD_FEB 2025 Var. PYRL Invs	
	Bill Payment	02/27/2025	ACH 02.10.25 & 02.21.25	ISD_FEB 2025 Var. PYRL Invs	191,464.10
					0.00
Bill Payment #ACH 02.20.2025 - State Board of Equalization(INSIGHT@SAN DIEGO)					(1,109.41)
	Bill	01/25/2025	ISSD_JAN'25 Use Tax	ISD_Matrls/Comptr Use Tax_JAN 2025	
					(890.59)
	Bill	02/19/2025	ISSD_JAN'25 Use Tax Adj.	ISD_Matrls/Comptr Use Tax_JAN 2025 Adj.	
	Bill Payment	02/20/2025	ACH 02.20.2025	ISD_Matrls/Comptr Use Tax_JAN 2025 & Adj.	2,000.00
					0.00
Bill Payment #2869 - California Teachers Association(INSIGHT@SAN DIEGO)					(2,480.00)
	Bill	02/07/2025	Union Dues - 012025		
	Bill Payment	02/10/2025	2869		2,480.00
					0.00
					(133.00)
Bill Payment #2897 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	02/20/2025	INV-08454		
	Bill		INV-08462		(618.71)
	Bill Payment	02/21/2025	2897		751.71
					(630.00)
Bill Payment #2885 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	02/13/2025	INV-08361		
	Bill Payment	02/18/2025	2885		630.00
					(84.75)
Bill Payment #2874 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	02/07/2025	INV-08275		
	Bill		INV-08294		(113.00)
	Bill Payment	02/10/2025	2874		197.75
					0.00
Bill Payment #2900 - The Stepping Stones Group LLC(Insight @ San Diego)					(148.95)
	Bill	02/20/2025	INV-00745		
	Bill Payment	02/21/2025	2900		148.95
Bill Payment #2888 - The Stepping Stones Group LLC(Insight @ San Diego)					(65.00)
	Bill	02/13/2025	INV-00734		
	Bill Payment	02/18/2025	2888		65.00
Bill Payment #2877 - The Stepping Stones Group LLC(Insight @ San Diego)					(65.00)
	Bill	02/07/2025	INV-00705		
	Bill		INV-00721		(65.00)
	Bill Payment	02/10/2025	2877		130.00
					0.00
Bill Payment #2889 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(504.25)
	Bill	02/20/2025	INV-07510		
	Bill Payment	02/21/2025	2889		504.25
Bill Payment #2867 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(85.76)
	Bill	02/07/2025	INV-07462		
	Bill		INV-07482		(446.50)
	Bill Payment	02/10/2025	2867		532.26
					0.00
Bill Payment #2871 - Christy Bock dba Cornerstone Educational Solutions(Insight @ San Diego)					(2,700.00)
	Bill	02/07/2025	INV-00538		
	Bill Payment	02/10/2025	2871		2,700.00
					0.00
					(152.50)
Bill Payment #2884 - eLuma LLC (INSIGHT@SAN DIEGO)	Bill	02/13/2025	VST-01177		
	Bill Payment	02/18/2025	2884		152.50
					0.00
Bill Payment #2876 - The Silly Room(Insight @ San Diego)					(750.00)
	Bill	02/07/2025	INV-00718		
	Bill Payment	02/10/2025	2876		750.00
					0.00
Bill Payment #2890 - Arc Speech Pathology Network DBA Arc Therapy Network(Insight @ San Diego)					(95.25)
	Bill	02/20/2025	INV-01074		
	Bill Payment	02/21/2025	2890		95.25
Bill Payment #2868 - Arc Speech Pathology Network DBA Arc Therapy Network(Insight @ San Diego)					(63.50)
	Bill	02/07/2025	INV-01053		
	Bill Payment	02/10/2025	2868		63.50
					0.00
Bill Payment #2894 - E-Therapy Intermediate, INC(Insight @ San Diego)					(451.25)
	Bill	02/20/2025	INV-08376		
	Bill		INV-08432		(293.13)
	Bill		INV-08444		(265.00)
	Bill Payment	02/21/2025	2894		1,009.38
Bill Payment #2881 - E-Therapy Intermediate, INC(Insight @ San Diego)					(95.00)
	Bill	02/13/2025	INV-08323		
	Bill		INV-08352		(357.93)
	Bill Payment	02/18/2025	2881		452.93

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Board Disbursements A/P Payment History by Vendor
February 01, 2025 - February 28, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2873 - E-Therapy Intermediate, INC(Insight @ San Diego)					(30.00)
	Bill	02/07/2025	INV-08260		
	Bill		INV-08293		(95.00)
	Bill		INV-08252		(159.17)
	Bill		INV-08253		(316.25)
	Bill		INV-08316		(23.75)
	Bill Payment	02/10/2025	2873		624.17
					0.00
Bill Payment #2895 - Effectual Educational Consulting Service(INSIGHT@SAN DIEGO)					(390.00)
	Bill	02/20/2025	INV-09851		
	Bill		INV-09879		(500.00)
	Bill		INV-09898		(560.00)
	Bill Payment	02/21/2025	2895		1,450.00
Bill Payment #2882 - Effectual Educational Consulting Service(INSIGHT@SAN DIEGO)					(120.00)
	Bill	02/13/2025	INV-09753		
	Bill Payment	02/18/2025	2882		120.00
					0.00
Bill Payment #ACH 02.26.2025 - K12 MANAGEMENT INC	Bill	07/18/2024	INV-003-15679 _ iSSD-Jun.24-SS&T	INV-003-15679 _ iSSD-Jun.24-SS&T	(46,765.00)
	Bill	07/23/2024	INV-003-15736 _ iSSD-Jun.24-Lease	INV-003-15736 _ iSSD-Jun.24-Lease	(451.52)
	Bill	07/30/2024	INV-003-15816 _ iSSD-Jul.24-OLS	INV-003-15816 _ iSSD-Jul.24-OLS	(6,336.00)
	Bill		INV-003-15872 _ iSSD-Jul.24-COM	INV-003-15872 _ iSSD-Jul.24-COM	(5,575.00)
	Bill		INV-003-15922 _ iSSD-Jul.24-MAT	INV-003-15922 _ iSSD-Jul.24-MAT	(1,229.00)
	Bill		INV-003-15952 _ iSSD-Jun.24-TchrOLS	INV-003-15952 _ iSSD-Jun.24-TchrOLS	(2,860.00)
	Bill	08/20/2024	INV-003-16196 _ iSSD-Jul.24-Lease	INV-003-16196 _ iSSD-Jul.24-Lease	(451.52)
	Bill	06/14/2024	INV-003-15503 _ iSSD-Jun24-Block	INV-003-15503 _ iSSD-Jun24-Block	(4,807.97)
	Bill	06/25/2024	INV-003-15621 _ iSSD-Jun.24-TchrOLS	INV-003-15621 _ iSSD-Jun.24-TchrOLS	(3,080.00)
	Bill	08/19/2024	INV-003-15972 _ iSSD-Jul.24-SS&T	INV-003-15972 _ iSSD-Jul.24-SS&T	(50,455.00)
	Bill		INV-003-16031 _ iSSD-Aug.24-COM	INV-003-16031 _ iSSD-Aug.24-COM	(25,740.00)
	Bill		INV-003-16076 _ iSSD-Aug.24-MAT	INV-003-16076 _ iSSD-Aug.24-MAT	(16,563.00)
	Bill		INV-003-16119 _ iSSD-Aug.24-OLS	INV-003-16119 _ iSSD-Aug.24-OLS	(33.00)
	Bill	09/17/2024	INV-003-16336 _ iSSD-Aug.24-SS&T	INV-003-16336 _ iSSD-Aug.24-SS&T	(7,420.13)
	Bill		INV-003-16367 _ iSSD-Sep.24-COM	INV-003-16367 _ iSSD-Sep.24-COM	(16,330.00)
	Bill		INV-003-16412 _ iSSD-Sep.24-MAT	INV-003-16412 _ iSSD-Sep.24-MAT	(4,816.00)
	Bill		INV-003-16489 _ iSSD-Aug.24-Lease	INV-003-16489 _ iSSD-Aug.24-Lease	(451.52)
	Bill Payment	02/26/2025	ACH 02.26.2025	FEB 2025 K12 Payment	193,364.66
					0.00
Bill Payment #2883 - El Paseo Children's Center, Inc.(Insight @ San Diego)					(1,764.80)
	Bill	02/13/2025	INV-01219		
	Bill Payment	02/18/2025	2883		1,764.80
					0.00
Bill Payment #2887 - Rids Brother Company Inc(Insight @ San Diego)					(7,215.00)
	Bill	02/13/2025	1442		
	Bill		1452		(7,240.00)
	Bill Payment	02/18/2025	2887		14,455.00
					0.00
Bill Payment #2878 - Axis Teletherapy (Insight @ San Diego)					(88.50)
	Bill	02/13/2025	INV-01326		
	Bill Payment	02/18/2025	2878		88.50
					0.00
Bill Payment #2891 - Bridge The Gap Sped, LLC(Insight @ San Diego)					(315.00)
	Bill	02/20/2025	INV-00255		
	Bill Payment	02/21/2025	2891		315.00
					0.00
Bill Payment #2870 - Chase Boyle dba Snow Counseling(Insight @ San Diego)					(45.00)
	Bill	02/07/2025	INV-00547		
	Bill		INV-00571		(270.00)
	Bill Payment	02/10/2025	2870		315.00
					0.00
Bill Payment #2892 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(52.50)
	Bill	02/20/2025	INV-00534		

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Board Disbursements A/P Payment History by Vendor
February 01, 2025 - February 28, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2892 - Communicology, Inc., DBA,	Bill Payment	02/21/2025	2892		52.50
Bill Payment #2880 - Communicology, Inc., DBA,					(52.50)
TeleSesh(Insight @ San Diego)	Bill	02/13/2025	INV-00512		
	Bill Payment	02/18/2025	2880		52.50
Bill Payment #2872 - Communicology, Inc., DBA,					(167.50)
TeleSesh(Insight @ San Diego)	Bill	02/07/2025	INV-00473		
	Bill		INV-00488		(52.50)
	Bill Payment	02/10/2025	2872		220.00
					0.00
Bill Payment #2893 - Dynamic Hope Schools (Insight @					(4,874.63)
San Diego)	Bill	02/20/2025	1141 Kramer		
	Bill Payment	02/21/2025	2893		4,874.63
					0.00
Bill Payment #2896 - Marnie Young dba Adapted Child's					(1,203.75)
Play (Insight @ San Diego)	Bill	02/20/2025	INV-00535		
	Bill Payment	02/21/2025	2896		1,203.75
					0.00
Bill Payment #2899 - Partners in Special					(323.75)
Education(Insight @ San Diego)	Bill	02/20/2025	INV-01178		
	Bill		INV-01177		(1,556.25)
	Bill Payment	02/21/2025	2899		1,880.00
Bill Payment #2886 - Partners in Special					(112.50)
Education(Insight @ San Diego)	Bill	02/13/2025	INV-01171		
	Bill Payment	02/18/2025	2886		112.50
					0.00
Bill Payment #2898 - New Haven Youth & Family					(1,037.34)
Services, Inc.(Insight @ San Diego)	Bill	02/20/2025	January 2025 - Guillen		
	Bill Payment	02/21/2025	2898		1,037.34
Bill Payment #2875 - New Haven Youth & Family					(2,247.57)
Services, Inc.(Insight @ San Diego)	Bill	02/07/2025	Dec 2024 - Guillen		
	Bill		Nov 2024 - Guillen		(2,074.68)
	Bill Payment	02/10/2025	2875		4,322.25
					0.00
Bill Payment #2879 - Best Hearing San Diego(Insight @					(300.00)
San Diego)	Bill	02/13/2025	INV-00074		
	Bill Payment	02/18/2025	2879		300.00
					0.00
					(115.00)
Bill Payment #2901 - Tabitha Obligacion dba Behavior					
Education Consulting Center(Insight @ San Diego)	Bill	12/06/2024	INV-00010		
	Bill Payment	02/24/2025	2901		115.00
					0.00
					0.00
				Total	430,795.18

Transaction Summary
Insight at San Diego

Vendor	Amount
The Stepping Stones Group LLC	10,326.14
Law Offices of Young, Minney & Corr, LLP	490.95
Effectual Educational Consulting Service	176.85
Smile From The Inside, Inc.	152.98
Robert Half Inc.	127.91
Bill.com	112.61
Expedited Reports	108.31
Barrington Staffing Services	95.26
NCS Pearson, Inc.	84.54
AppleOne Employment Services	74.11
Procopio, Cory, Hargreaves & Savitch, LLP	65.93
FusionPlus Inc	55.97
AXIS Teletherapy	50.79
UPS	48.77
DataBasics, Inc.	40.07
Express Employment Professionals	28.04
The Back Room Inc	25.67
Supreme Facility Services, Inc.	24.55
Quill Corporation	24.19
De Lage Landen Financial Services Inc.	19.82
Southern California Edison	19.76
AT&T Mobility	19.05
Comm-Core	14.33
Amazon	14.31
ULINE	11.97
Verizon Wireless	6.20
Carmen Gomez Ruiz	4.48
Urbane Café	4.44
Everon, LLC	3.76
Sparkletts	2.76
Waste Management	2.72
Orkin	2.57
Doctors Wellness Company LLC dba WellnessMart MD	2.31
TheraStaffers	2.28
Interpreters Unlimited	1.97
Pitney Bowes Global Financial Services	1.72
Paper Recycling & Shredding	1.61
Integration Inc.	1.51
Zoom Video Communications, Inc.	0.23
Grand Total	**12,251.42**

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3012	January	600.00	4.48
	Operations and Housekeeping Services Total					600.00	4.48
Carmen Gomez Ruiz Total						600.00	4.48
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS				108.00	0.81
	Office Expense		101 General	LLC 592977	January (1-23)		
				LLC 594068	February (2-6)	108.00	0.81
	Office Expense Total					216.00	1.61
Paper Recycling & Shredding Total						216.00	1.61
UPS		54302 Postage & Delivery Expense : Messenger & Delivery				885.54	6.61
	Shipping		101 General	LLC 000073Y68E045	January (1-25)		
				LLC 000073Y68E055	Febuary (2-1)	1,995.12	14.89
				LLC 000073Y68E065	February (2-8)	1,017.92	7.60
				LLC 000073Y68E075	February (2-15)	702.15	5.24
			280 SPED	LLC 0000V9159W045	January (1-25)	422.31	3.88
				LLC 0000V9159W055	Febuary (2-1)	376.60	3.46
				LLC 0000V9159W065	February (2-8)	438.28	4.03
				LLC 0000V9159W075	February (2-15)	332.89	3.06
	Shipping Total					6,170.81	48.77
UPS Total						6,170.81	48.77
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7076034-0283-5	February	167.38	1.25
				LLC 7076050-0283-1	February	196.57	1.47
	Operations and Housekeeping Services Total					363.95	2.72
Waste Management Total						363.95	2.72
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				1,948.59	14.54
	Outside Service		101 General	LLC 44448	January (1-26)		
			280 SPED	LLC 44488	February (2-9)	1,340.26	12.32
				LLC 44505	February (2-16)	1,319.13	12.13
	Outside Service Total					4,607.98	38.99
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				3,013.29	22.49
	Outside Service		101 General	LLC 44467	Febuary (2-2)		
				LLC 44488	February (2-9)	2,253.06	16.81
				LLC 44505	February (2-16)	1,282.00	9.57
			280 SPED	LLC 44467	Febuary (2-2)	805.97	7.41
	Outside Service Total					7,354.32	56.28
Barrington Staffing Services Total						11,962.30	95.26
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional Services				7,500.00	55.97
	Outside Service-General		101 General	LLC INV-1019	Febuary (2-1)		
	Outside Service-General Total					7,500.00	55.97
FusionPlus Inc Total						7,500.00	55.97
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor : Legal				2,087.50	418.03
	Legal Fees		101 General	LLC 14043	December		
				LLC 14575	January	364.13	72.92
	Legal Fees Total					2,451.63	490.95
		51807 Professional Svcs & Outside Labor : Legal				13,840.00	0.00
	Legas Fees		101 General	LLC 13488	November		
			280 SPED	LLC 13488	November	562.50	0.00
	Legas Fees Total					14,402.50	0.00
Law Offices of Young, Minney & Corr, LLP Total						16,854.13	490.95
Document Tracking Services		51801 Professional Svcs & Outside Labor : Other Professional Services				2,425.00	
	Outside Service-General		410 SUPP - Transcripts	LLC FT9306540	January		
			320 Supp - ELD Services	LLC T-930650081	January	10,571.64	
	Outside Service-General Total					12,996.64	
Document Tracking Services Total						12,996.64	
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				830.50	6.20
	Telephone - Administration		101 General	LLC 6105153027	January		
	Telephone - Administration Total					830.50	6.20
Verizon Wireless Total						830.50	6.20
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1097751	Febuary	1,920.11	14.33
	Communications Total					1,920.11	14.33
Comm-Core Total						1,920.11	14.33
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4275	Febuary (2-1)	3,290.00	24.55
	Operations and Housekeeping Services Total					3,290.00	24.55
Supreme Facility Services, Inc. Total						3,290.00	24.55
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-4137281-9957039	February	(61.12)	(0.46)
				113-5285162-8373006	January	45.68	0.34
				112-3909785-2621051	February	186.97	1.40
				112-7220344-2905806	February	35.18	0.26
				112-9482949-3509043	February	217.48	1.62
				112-3622174-6291457	February	103.96	0.78
				112-3320155-6361066	February	41.39	0.31
				111-7522525-2576261	February	35.00	0.26
				112-8568811-4301059	February	23.01	0.17
				112-2549518-2830635	February	22.19	0.17
				112-7445104-9185047	February	155.23	1.16
				112-0955535-8609049	February	32.72	0.24
				112-9898960-6602639	February	114.64	0.86
				112-2270113-0249049	February	141.85	1.06
				112-3670263-4733801	February	8.57	0.06
				112-8709693-7983457	February	14.97	0.11
				112-4205415-0021006	February	139.41	1.04
				112-1033449-8897856	February	22.72	0.17
				112-3184843-8824238	February	300.28	2.24
				112-6437011-8842669	February	23.05	0.17
				112-9940641-2573053	February	141.85	1.06
				112-9705144-2508252	February	16.70	0.12
				112-4689530-3620215	February	27.89	0.21
				112-2737160-5754622	February	127.62	0.95
	Office Expense Total					1,917.24	14.31
Amazon Total						1,917.24	14.31
		52802 Office Supplies Expense : Office Supplies - COS				809.74	6.04
Quill Corporation	Office Expense		101 General	LLC 42399929	January (1-14)		
				LLC 42525876	January (1-22)	787.18	5.87
				LLC 42549449	January (1-23)	481.02	3.59
				LLC 42549611	January (1-23)	273.27	2.04
				LLC 42697855	February (2-3)	889.96	6.64
	Office Expense Total					3,241.17	24.19
Quill Corporation Total						3,241.17	24.19
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 805578466715 78 012825	February	796.80	5.95

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 5024759906	February	1,756.68	13.11
	Communications Total					2,553.48	19.05
AT&T Mobility Total						2,553.48	19.05
		51801 Professional Svcs & Outside Labor :				3,440.00	25.67
The Back Room Inc	Outside Service-General	Other Professional Services	101 General	LLC INV-3539	January		
	Outside Service-General Total					3,440.00	25.67
The Back Room Inc Total						3,440.00	25.67
		51806 Professional Svcs & Outside Labor :				2,822.44	21.06
AppleOne Employment Services	Outside Service	Outside Labor/Temporary Help	101 General	LLC 01-7031135	January (1-18)		
				LLC 01-7035689	January (1-25)	2,304.96	17.20
				LLC 01-7039332	February (2-1)	2,236.50	16.69
				LLC 01-7043562	February (2-8)	2,566.83	19.15
	Outside Service Total					9,930.73	74.11
AppleOne Employment Services Total						9,930.73	74.11
		55801 Dues, Memberships & Research Svcs :				1,410.00	112.61
Bill.com	Dues and Memberships	Memberships	101 General	25020221305	February		
	Dues and Memberships Total					1,410.00	112.61
Bill.com Total						1,410.00	112.61
		53302 Rent and Utilities : Utilities, CAM, and		LLC 700203189681		2,647.49	19.76
Southern California Edison	Utilities	Real Estate	101 General	021025	January		
	Utilities Total					2,647.49	19.76
Southern California Edison Total						2,647.49	19.76
		55304 Facilities & Equipment Rental Expense :				2,655.93	19.82
De Lage Landen Financial Services Inc.	Equipment Rental Expense	Equipment Rental	101 General	LLC 83506623	February		
	Equipment Rental Expense Total					2,655.93	19.82
De Lage Landen Financial Services Inc. Total						2,655.93	19.82
		51801 Professional Svcs & Outside Labor :				5,369.75	40.07
DataBasics, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 0814515	Febuary		
	Outside Service-General Total					5,369.75	40.07
DataBasics, Inc. Total						5,369.75	40.07
		52802 Office Supplies Expense : Office Supplies				370.22	2.76
Sparkletts	Office Expense	- COS	101 General	LLC 15182654 021625	February		
	Office Expense Total					370.22	2.76
Sparkletts Total						370.22	2.76
		51801 Professional Svcs & Outside Labor :				15,000.00	111.94
Smile From The Inside, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 2212	Febuary		
				LLC 2213	February	5,500.00	41.04
	Outside Service-General Total					20,500.00	152.98
Smile From The Inside, Inc. Total						20,500.00	152.98
		51806 Professional Svcs & Outside Labor :				11,038.00	82.37
Robert Half Inc.	Outside Service	Outside Labor/Temporary Help	101 General	LLC 64560091	January (1-21)		
				LLC 64586114	January (1-24)	1,300.03	9.70
				LLC 64600913	January (1-31)	1,626.26	12.14
				LLC 64637915	February (2-7)	1,627.47	12.14
				LLC 64652170	February (2-14)	1,549.41	11.56
	Outside Service Total					17,141.17	127.91
Robert Half Inc. Total						17,141.17	127.91
		51817 Professional Svcs & Outside Labor :				5,525.00	50.79
AXIS Teletherapy	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 3322	January		
	Subagreements for Services Total					5,525.00	50.79
AXIS Teletherapy Total						5,525.00	50.79
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				429.38	3.20
Everon, LLC	Services	Maintenance	101 General	LLC 157703593	January (1-8)		
				LLC 157711637	January (1-9)	75.00	0.56
	Operations and Housekeeping Services Total					504.38	3.76
Everon, LLC Total						504.38	3.76
		56410 Program Fees & Other Instructional :				49.00	0.23
Zoom Video Communications, Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV293486020	February (2-18)		
	Non K12 Curriculum Total					49.00	0.23
Zoom Video Communications, Inc. Total						49.00	0.23
		56410 Program Fees & Other Instructional :				1,194.96	
Apple Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC MB50509400	January (1-14)		
				LLC MB50562776	January (1-14)	549.98	
	Non K12 Curriculum Total					1,744.94	
Apple Inc. Total						1,744.94	
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 250221	February (2-14)	13.14	0.10
	Postage Total					13.14	0.10
		52801 Office Supplies Expense : Business				189.00	1.41
	Printing Expense	Expense/Printing & Reproduction	101 General	LLC 250221	February (2-14)		
	Printing Expense Total					189.00	1.41
Integration Inc. Total						202.14	1.51
		56334 Program Fees & Other Instructional :				9,195.60	84.54
NCS Pearson, Inc.	Materials and Supplies	Program Fees - Non K12 Teacher Materials	280 SPED	LLC 321363	January (1-30)		
	Materials and Supplies Total					9,195.60	84.54
NCS Pearson, Inc. Total						9,195.60	84.54
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				155.00	1.16
Orkin	Services	Maintenance	101 General	LLC 272873821	January (1-7)		
				LLC 273808420	February (2-4)	155.00	1.16
				LLC 278486797	February (2-4)	35.00	0.26
	Operations and Housekeeping Services Total					345.00	2.57
Orkin Total						345.00	2.57
		51817 Professional Svcs & Outside Labor :				27,510.00	4,985.03
The Stepping Stones Group LLC	Subagreements for Services	Special Education Professional Services	280 SPED	LLC M0230389	December		
				LLC M0228542	November	29,475.00	5,341.11
	Subagreements for Services Total					56,985.00	10,326.14
The Stepping Stones Group LLC Total						56,985.00	10,326.14
Doctors Wellness Company LLC dba		51801 Professional Svcs & Outside Labor :				310.00	2.31
WellnessMart MD	Outside Service-General	Other Professional Services	101 General	LLC INV-8173	January		
	Outside Service-General Total					310.00	2.31
Doctors Wellness Company LLC dba WellnessMart MD Total						310.00	2.31
		51817 Professional Svcs & Outside Labor :				2,080.00	15.52
Effectual Educational Consulting Service	Subagreements for Services	Special Education Professional Services	101 General	LLC 12846	November		
				LLC 12906	December	1,495.00	11.16
			280 SPED	LLC 12846	November	7,920.00	72.81
				LLC 12906	December	8,415.00	77.36
	Subagreements for Services Total					19,910.00	176.85
Effectual Educational Consulting Service Total						19,910.00	176.85
		51817 Professional Svcs & Outside Labor :				11,781.25	108.31
Expedited Reports	Subagreements for Services	Special Education Professional Services	280 SPED	LLC INVOICE001170	December (12-15)		
	Subagreements for Services Total					11,781.25	108.31
Expedited Reports Total						11,781.25	108.31
		51806 Professional Svcs & Outside Labor :				853.05	6.37
Express Employment Professionals	Outside Service	Outside Labor/Temporary Help	101 General	LLC 31910300	January (1-26)		
				LLC 31936732	February (2-2)	1,452.00	10.84

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor :	101 General	LLC 31959754	February (2-9)	1,452.00	10.84
	Outside Service Total					3,757.05	28.04
Express Employment Professionals Total						3,757.05	28.04
		56410 Program Fees & Other Instructional :				400.00	0.00
PilotCity Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	310 SUPP-CRE	LLC 1607	January (1-31)		
	Non K12 Curriculum Total					400.00	0.00
PilotCity Inc. Total						400.00	0.00
		52802 Office Supplies Expense : Office Supplies				162.99	1.22
Pitney Bowes Global Financial Services	Office Expense	- COS	101 General	LLC 1026874295	January (1-31)		
				LLC 3107059295	January (1-28)	67.73	0.51
	Office Expense Total					230.72	1.72
Pitney Bowes Global Financial Services Total						230.72	1.72
		51807 Professional Svcs & Outside Labor :				6,317.50	47.14
Procopio, Cory, Hargreaves & Savitch, LLP	Legal Fees	Legal	101 General	LLC 918668	December		
				LLC 921016	January	2,517.50	18.79
	Legal Fees Total					8,835.00	65.93
Procopio, Cory, Hargreaves & Savitch, LLP Total						8,835.00	65.93
		56333 Program Fees & Other Instructional :				1,920.00	0.00
Solution Tree	Teacher Training	Program Fees - Professional Development	160 EDUEFF	LLC 5316191	January (1-30)		
			630 Title III	LLC 5316398	January (1-31)	2,800.00	0.00
	Teacher Training Total					4,720.00	0.00
Solution Tree Total						4,720.00	0.00
		51817 Professional Svcs & Outside Labor :		LLC Oct & Nov 2024		641.25	0.00
Specialized Therapy Services Inc	Subagreements for Services	Special Education Professional Services	280 SPED	DHH	Oct-Nov		
	Subagreements for Services Total					641.25	0.00
Specialized Therapy Services Inc Total						641.25	0.00
		52802 Office Supplies Expense : Office Supplies				1,604.52	11.97
ULINE	Office Expense	- COS	101 General	LLC 188148610	January (1-21)		
	Office Expense Total					1,604.52	11.97
ULINE Total						1,604.52	11.97
Campus Bible Church	Prepaid Other	13514 Prepaid Other	101 General	LLC 1205	December (12-16)	500.00	0.00
	Prepaid Other Total					500.00	0.00
Campus Bible Church Total						500.00	0.00
		56321 Program Fees & Other Instructional :				20,291.00	0.00
Green Hasson & Janks LLP	Accounting Fees	Program Fees - Accounting	101 General	LLC 20873	January (1-25)		
	Accounting Fees Total					20,291.00	0.00
Green Hasson & Janks LLP Total						20,291.00	0.00
		51817 Professional Svcs & Outside Labor :				248.00	2.28
TheraStaffers	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 12345	January		
	Subagreements for Services Total					248.00	2.28
TheraStaffers Total						248.00	2.28
		51801 Professional Svcs & Outside Labor :				264.60	1.97
Interpreters Unlimited	Outside Service-General	Other Professional Services	101 General	LLC 414170	January		
	Outside Service-General Total					264.60	1.97
Interpreters Unlimited Total						264.60	1.97
		51817 Professional Svcs & Outside Labor :				1,268.75	0.00
Speech Guy, LLC	Subagreements for Services	Special Education Professional Services	280 SPED	LLC AAC-2501b	January		
	Subagreements for Services Total					1,268.75	0.00
Speech Guy, LLC Total						1,268.75	0.00
		56328 Program Fees & Other Instructional :				500.00	0.00
City of Morgan Hill	School Event	Program Fees - School Events Expense	101 General	61818875	February		
	School Event Total					500.00	0.00
City of Morgan Hill Total						500.00	0.00
		52802 Office Supplies Expense : Office Supplies				594.32	4.44
Urbane Café	Office Expense	- COS	101 General	139932	February		
	Office Expense Total					594.32	4.44
Urbane Café Total						594.32	4.44
Grand Total						284,289.14	12,251.42

Insight School at San Diego
Board Disbursements A/P Payment History
March 01, 2025 - March 31, 2025

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	121,852.31
ADP, Inc.	Payroll Services	98,714.86
Insperity	PEO - Payroll Services and HR Admin Services provider	53,585.64
California Virtual Academy @ Los Angeles	Intercompany Settlement	48,980.00
Rids Brother Company Inc	Transportation Services	5,125.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	3,800.00
State Board of Equalization	Sales Tax	3,000.00
Effectual Educational Consulting Service	Special Education Services	2,955.00
California Teachers Association	Union Dues	2,418.00
E-Therapy Intermediate, INC	Special Education Contracted Services	1,676.26
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,386.68
Best Hearing San Diego	Special Education Contracted Services	1,270.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	970.25
El Paseo Children's Center, Inc.	Special Education Contracted Services	852.65
The Silly Room	Special Education Contracted Services	570.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	485.88
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	470.35
Marnie Young dba Adapted Child's Play	Special Education Contracted Services	448.25
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	393.97
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	388.13
The Stepping Stones Group LLC	Special Education Contracted Services	371.57
Chase Boyle dba Snow Counseling	Special Education Contracted Services	315.00
eLuma LLC	Special Individual Counseling Services	266.25
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	158.75
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	127.00
Partners in Special Education	Special Education Contracted Services	112.50
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	59.00
Beyond Blindness, Inc.	Special Education Contracted Services	10.47
Grand Total		**350,763.77**

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
March 01, 2025 - March 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 03.06.2025 Insperity - Insperity(INSIGHT@SAN DIEGO)					(53,585.64)
	Bill	03/26/2025	ISSD_MAR'25 PYRL	ISD_MAR 2025 Var. PYRL Invs_Insperity	
	Bill Payment	03/26/2025	ACH 03.06.2025 Insperity	ISD_MAR 2025 Var. PYRL Invs_Insperity	53,585.64
					0.00
Bill Payment #ACH 03.20.2025 - State Board of Equalization(INSIGHT@SAN DIEGO)					(2,380.73)
	Bill	02/25/2025	ISSD_FEB'25 Use Tax	ISD_Matrls/Comptr Use Tax_FEB 2025	
	Bill	03/20/2025	ISSD_FEB'25 Use Tax Adj.	ISD_Matrls/Comptr Use Tax_FEB 2025 Adj.	(619.27)
	Bill Payment	03/20/2025	ACH 03.20.2025	ISD_Matrls/Comptr Use Tax_FEB 2025 & Adj.	3,000.00
					0.00
Bill Payment #2905 - California Teachers Association(INSIGHT@SAN DIEGO)					(2,418.00)
	Bill	03/05/2025	Union Dues - 022025		
	Bill Payment	03/06/2025	2905		2,418.00
					0.00
					(113.00)
Bill Payment #2935 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	03/26/2025	INV-08895		
	Bill Payment	03/26/2025	2935		113.00
					(28.25)
Bill Payment #2922 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	03/14/2025	INV-08743		
	Bill Payment	03/14/2025	2922		28.25
					(329.10)
Bill Payment #2910 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	03/05/2025	INV-08637		
	Bill Payment	03/06/2025	2910		329.10
					0.00
Bill Payment #2937 - The Stepping Stones Group LLC(Insight @ San Diego)					(65.00)
	Bill	03/26/2025	INV-00817		
	Bill Payment	03/26/2025	2937		65.00
Bill Payment #2925 - The Stepping Stones Group LLC(Insight @ San Diego)					(113.75)
	Bill	03/14/2025	INV-00803		
	Bill Payment	03/14/2025	2925		113.75
Bill Payment #2913 - The Stepping Stones Group LLC(Insight @ San Diego)					(42.90)
	Bill	03/05/2025	INV-00765		
	Bill		INV-00760		(65.00)
	Bill		INV-00780		(84.92)
	Bill Payment	03/06/2025	2913		192.82
					0.00
Bill Payment #2927 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(248.25)
	Bill	03/26/2025	INV-07598		
	Bill Payment	03/26/2025	2927		248.25
Bill Payment #2914 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(64.00)
	Bill	03/14/2025	INV-07576		
	Bill Payment	03/14/2025	2914		64.00
Bill Payment #2902 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(658.00)
	Bill	03/05/2025	INV-07552		
	Bill Payment	03/06/2025	2902		658.00
					0.00
Bill Payment #2917 - Christy Bock dba Cornerstone Educational Solutions(Insight @ San Diego)					(3,600.00)
	Bill	03/14/2025	INV-00546		
	Bill		INV-1192		(200.00)
	Bill Payment	03/14/2025	2917		3,800.00
					0.00
					(266.25)
Bill Payment #2920 - eLuma LLC (INSIGHT@SAN DIEGO)	Bill	03/14/2025	VST-01192		
	Bill Payment	03/14/2025	2920		266.25
					0.00
Bill Payment #2924 - The Silly Room(Insight @ San Diego)					(570.00)
	Bill	03/14/2025	INV-00733		
	Bill Payment	03/14/2025	2924		570.00
					0.00
Bill Payment #2928 - Arc Speech Pathology Network DBA Arc Therapy Network(Insight @ San Diego)					(95.25)
	Bill	03/26/2025	INV-01116		
	Bill Payment	03/26/2025	2928		95.25
Bill Payment #2903 - Arc Speech Pathology Network DBA Arc Therapy Network(Insight @ San Diego)					(63.50)
	Bill	03/05/2025	INV-01095		
	Bill Payment	03/06/2025	2903		63.50
					0.00
Bill Payment #2932 - E-Therapy Intermediate, INC(Insight @ San Diego)					(47.50)
	Bill	03/26/2025	INV-08611		
	Bill		INV-08598		(294.17)
	Bill Payment	03/26/2025	2932		341.67
Bill Payment #2919 - E-Therapy Intermediate, INC(Insight @ San Diego)					(692.50)
	Bill	03/14/2025	INV-08507		
	Bill		INV-08545		(163.76)
	Bill		INV-08512		(108.75)
	Bill Payment	03/14/2025	2919		965.01

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
March 01, 2025 - March 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2908 - E-Therapy Intermediate, INC(Insight @ San Diego)					(227.08)
	Bill	03/05/2025	INV-08476		
	Bill		INV-08487		(142.50)
	Bill Payment	03/06/2025	2908		369.58
					0.00
Bill Payment #2933 - Effectual Educational Consulting Service(INSIGHT@SAN DIEGO)					(180.00)
	Bill	03/26/2025	INV-10053		
	Bill		INV-10099		(1,365.00)
	Bill		INV-10123		(1,410.00)
	Bill Payment	03/26/2025	2933		2,955.00
					0.00
Bill Payment #ACH 03.25.2025 - K12 MANAGEMENT INC	Bill	09/17/2024	INV-003-16336 _ ISSD-Aug.24-SS&T	INV-003-16336 _ ISSD-Aug.24-SS&T	(71,298.87)
	Bill		INV-003-16455 _ ISSD-Sep.24-OLS	INV-003-16455 _ ISSD-Sep.24-OLS	(50,553.44)
	Bill Payment	03/25/2025	ACH 03.25.2025	MAR 2025 K12 Payment	121,852.31
					0.00
Bill Payment #2909 - El Paseo Children's Center, Inc.(Insight @ San Diego)					(852.65)
	Bill	03/05/2025	INV-01238		
	Bill Payment	03/06/2025	2909		852.65
					0.00
Bill Payment #2936 - Rids Brother Company Inc(Insight @ San Diego)					(5,125.00)
	Bill	03/26/2025	1457		
	Bill Payment	03/26/2025	2936		5,125.00
					0.00
Bill Payment #2904 - Axis Teletherapy (Insight @ San Diego)					(59.00)
	Bill	03/05/2025	INV-01442		
	Bill Payment	03/06/2025	2904		59.00
					0.00
Bill Payment #2929 - Bridge The Gap Sped, LLC(Insight @ San Diego)					(629.51)
	Bill	03/26/2025	INV-00268		
	Bill		INV-00263		(757.17)
	Bill Payment	03/26/2025	2929		1,386.68
					0.00
Bill Payment #2930 - Chase Boyle dba Snow Counseling(Insight @ San Diego)					(225.00)
	Bill	03/26/2025	INV-00612		
	Bill Payment	03/26/2025	2930		225.00
Bill Payment #2906 - Chase Boyle dba Snow Counseling(Insight @ San Diego)					(90.00)
	Bill	03/05/2025	INV-00588		
	Bill Payment	03/06/2025	2906		90.00
					0.00
Bill Payment #2931 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(89.38)
	Bill	03/26/2025	INV-00631		
	Bill		INV-00639		(45.00)
	Bill Payment	03/26/2025	2931		134.38
Bill Payment #2918 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(45.00)
	Bill	03/14/2025	INV-00615		
	Bill		INV-00607		(135.83)
	Bill Payment	03/14/2025	2918		180.83
Bill Payment #2907 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(39.38)
	Bill	03/05/2025	INV-00557		
	Bill		INV-00581		(39.38)
	Bill Payment	03/06/2025	2907		78.76
					0.00
Bill Payment #2934 - Marnie Young dba Adapted Child's Play (Insight @ San Diego)					(448.25)
	Bill	03/26/2025	INV-00549		
	Bill Payment	03/26/2025	2934		448.25
					0.00
Bill Payment #2923 - Partners in Special Education(Insight @ San Diego)					(112.50)
	Bill	03/14/2025	INV-01189		
	Bill Payment	03/14/2025	2923		112.50
					0.00
Bill Payment #2915 - Best Hearing San Diego(Insight @ San Diego)					(1,270.00)
	Bill	03/14/2025	INV-00075		
	Bill Payment	03/14/2025	2915		1,270.00
					0.00
Bill Payment #2911 - Point Quest Pediatric Therapies, LLC(Insight @ San Diego)					(388.13)
	Bill	03/05/2025	INV-00245		
	Bill Payment	03/06/2025	2911		388.13
					0.00
Bill Payment #2912 - PresenceLearning, Inc.(Insight @ San Diego)					(485.88)
	Bill	03/05/2025	INV-09116		
	Bill Payment	03/06/2025	2912		485.88
					0.00
Bill Payment #2916 - Beyond Blindness, Inc.(Insight @ San Diego)					(10.47)
	Bill	03/14/2025	INV-00182		
	Bill Payment	03/14/2025	2916		10.47

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #2921 - Growing Healthy Children Therapy					(63.50)
Services, Inc.(Insight @ San Diego)	Bill	03/14/2025	INV-00372		
	Bill		INV-00366		(63.50)
	Bill Payment	03/14/2025	2921		127.00
					0.00
Bill Payment #2926 - California Virtual Academy @ Los					(48,980.00)
Angeles(INSIGHT@SAN DIEGO)	Bill	03/25/2025	ISD_MAR'25 Interco_LA	Intercompany Settlement Mar 2025	
	Bill Payment	03/25/2025	2926	Intercompany Settlement Mar 2025	48,980.00
					0.00
Bill Payment #ACH 03.10.2025 & 03.26.2025 - ADP,					(98,714.86)
Inc.(Insight @ San Diego)	Bill	03/29/2025	ISSD_MAR'25 ADP PYRL ACH 03.10.2025 &	ISSD_MAR'25 ADP PYRL	98,714.86
	Bill Payment	03/29/2025	03.26.2025	ISSD_MAR'25 ADP PYRL	
					0.00
					0.00
				Total	350,763.77

Transaction Summary
Insight at San Diego

Vendor	Amount
The Stepping Stones Group LLC	19,049.95
Document Tracking Services	575.00
Law Offices of Young, Minney & Corr, LLP	261.03
Rosetta Stone LLC	258.39
Smile From The Inside, Inc.	152.98
Barrington Staffing Services	114.00
Bill.com	112.61
AppleOne Employment Services	90.57
Effectual Educational Consulting Service	83.05
City Printing Graphics	75.17
Robert Half Inc.	71.64
Express Employment Professionals	67.22
FusionPlus Inc	55.97
AXIS Teletherapy	53.78
DataBasics, Inc.	43.00
Integration Inc.	39.86
UPS	34.75
Amazon	29.75
The Back Room Inc	25.67
Speech Guy, LLC	24.94
Supreme Facility Services, Inc.	24.55
Pitney Bowes Bank Inc Purchase Power	20.89
De Lage Landen Financial Services Inc.	19.82
Southern California Edison	19.00
AT&T Mobility	18.89
Comm-Core	14.32
Quill Corporation	12.57
TheraStaffers	9.12
City of Simi Valley	8.06
Verizon Wireless	6.20
Specialized Therapy Services Inc	5.99
ULINE	5.73
Pitney Bowes Global Financial Services	5.71
Ali Baba Café	4.97
Carmen Gomez Ruiz	4.48
Everon, LLC	3.20
Certified Languages International	3.00
Waste Management	2.72
Sparkletts	2.48
Paper Recycling & Shredding	1.61
Doctors Wellness Company LLC dba WellnessMart MD	1.39
Smartsheet Inc.	1.28

Transaction Summary
Insight at San Diego

Vendor	Amount
Orkin	1.16
Nothing Bundt Cakes	1.00
Krispy Kreme Doughnuts	0.60
Do It Center	0.04
Urbane Café	(0.18)
Grand Total	**21,417.90**

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3013	February	600.00	4.48
	Operations and Housekeeping Services Total					600.00	4.48
Carmen Gomez Ruiz Total						600.00	4.48
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS				108.00	0.81
	Office Expense		101 General	LLC 595143	February (2-20)		
				LLC 596214	March (3-6)	108.00	0.81
	Office Expense Total					216.00	1.61
Paper Recycling & Shredding Total						216.00	1.61
UPS		54302 Postage & Delivery Expense : Messenger & Delivery				560.17	4.18
	Shipping		101 General	LLC 000073Y68E085	February (2-22)		
				LLC 000073Y68E095	March (3-1)	751.94	5.61
				LLC 000073Y68E105	March (3-8)	919.06	6.86
				LLC 000073Y68E115	March (3-15)	708.49	5.29
			280 SPED	LLC 0000V9159W085	February (2-22)	272.56	2.51
				LLC 0000V9159W095	March (3-1)	335.61	3.09
				LLC 0000V9159W105	March (3-8)	475.59	4.37
				LLC 0000V9159W115	March (3-15)	309.58	2.85
	Shipping Total					4,333.00	34.75
UPS Total						4,333.00	34.75
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7086643-0283-1	March	167.38	1.25
				LLC 7086659-0283-7	March	196.57	1.47
	Operations and Housekeeping Services Total					363.95	2.72
Waste Management Total						363.95	2.72
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				2,339.38	17.46
	Outside Service		101 General	LLC 44542	March (3-2)		
				LLC 44559	March (3-9)	2,619.58	19.55
				LLC 44577	March (3-16)	3,372.11	25.16
			280 SPED	LLC 44542	March (3-2)	1,071.27	9.85
				LLC 44559	March (3-9)	1,338.25	12.30
				LLC 44577	March (3-16)	1,590.80	14.62
	Outside Service Total					12,331.39	98.94
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				1,025.60	7.65
	Outside Service		101 General	LLC 44523	February (2/23)		
			280 SPED	LLC 44523	February (2-23)	804.96	7.40
	Outside Service Total					1,830.56	15.05
Barrington Staffing Services Total						14,161.95	114.00
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional Services				7,500.00	55.97
	Outside Service-General		101 General	LLC INV-1020	March		
	Outside Service-General Total					7,500.00	55.97
FusionPlus Inc Total						7,500.00	55.97
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor : Legal				4,281.00	0.00
	Legal Fees		101 General	LLC 14537	January		
				LLC 15024	February	7,836.50	0.00
				LLC 15025	February	1,303.50	261.03
			280 SPED	LLC 14537	January	355.50	0.00
	Legal Fees Total					13,776.50	261.03
Law Offices of Young, Minney & Corr, LLP Total						13,776.50	261.03
Document Tracking Services		51801 Professional Svcs & Outside Labor : Other Professional Services				1,925.00	575.00
	Outside Service-General		410 SUPP - Transcripts	LLC FT9306541	February		
			320 Supp - ELD Services	LLC T-930650082	February	22,117.80	
	Outside Service-General Total					24,042.80	575.00
Document Tracking Services Total						24,042.80	575.00
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				830.50	6.20
	Telephone - Administration		101 General	LLC 6107613376	February		
	Telephone - Administration Total					830.50	6.20
Verizon Wireless Total						830.50	6.20
Comm-Core		53801 Phone & Internet Expense : Telephone				1,918.35	14.32
	Communications		101 General	LLC 1098965	March		
	Communications Total					1,918.35	14.32
Comm-Core Total						1,918.35	14.32
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4323	March	3,290.00	24.55
	Operations and Housekeeping Services Total					3,290.00	24.55
Supreme Facility Services, Inc. Total						3,290.00	24.55
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	113-3234875-1293066	February	53.61	0.40
				113-5888003-1689824	February	42.89	0.32
				113-3390011-3023417	February	280.90	2.10
				113-0685956-7563455	February	141.85	1.06
				111-3219824-9456240	March	8.57	0.06
				111-0192689-4613858	March	95.13	0.71
				113-7678994-6857016	March	127.62	0.95
				113-2573298-4655444	March	382.86	2.86
				111-9559440-9160257	March	60.19	0.45
				111-7404966-9309018	March	19.29	0.14
				113-6466870-8243413	March	405.78	3.03
				113-2105823-4105801	March	99.77	0.74
				113-8686590-2033832	March	62.14	0.46
				113-3829347-4543432	March	95.16	0.71
				113-8043900-5989058	March	32.27	0.24
				113-4559086-7929814	March	167.04	1.25
				113-6511121-1978661	March	69.60	0.52
				111-2046974-7165012	March	63.93	0.48
				113-9381232-9507400	March	150.14	1.12
				113-0955519-2597865	March	525.50	3.92
				113-1564574-6661843	March	223.01	1.66
		(blank)	101 General	111-9317884-2651416	March	46.90	0.35
				111-8634805-0661066	March	28.84	0.22
				111-0183546-1072211	March	13.92	0.10
				111-1150766-4681829	March	88.47	0.66
				113-3786619-3219408	March	194.00	1.45
				113-1943377-1824236	March	290.22	2.17
				111-1003759-5042651	March	118.24	0.88
				111-4463391-5486603	March	42.89	0.32
				111-7019427-5149037	March	27.50	0.21
				111-8005489-4806669	March	28.07	0.21
	Office Expense Total					3,986.30	29.75

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
Amazon Total						3,986.30	29.75
		52802 Office Supplies Expense : Office				162.14	1.21
Quill Corporation	Office Expense	Supplies - COS	101 General	LLC 42803580	February (2-10)		
				LLC 43129711	March (3-4)	971.93	7.25
				LLC 43192832	March (3-7)	550.17	4.11
	Office Expense Total					1,684.24	12.57
Quill Corporation Total						1,684.24	12.57
				LLC 80557846671578		775.04	5.78
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	022825	March		
				LLC 1515950011	March	1,756.68	13.11
	Communications Total					2,531.72	18.89
AT&T Mobility Total						2,531.72	18.89
		51801 Professional Svcs & Outside Labor :				3,440.00	25.67
The Back Room Inc	Outside Service-General	Other Professional Services	101 General	LLC INV-3595	February		
	Outside Service-General Total					3,440.00	25.67
The Back Room Inc Total						3,440.00	25.67
		51806 Professional Svcs & Outside Labor :				2,586.48	19.30
AppleOne Employment Services	Outside Service	Outside Labor/Temporary Help	101 General	LLC 01-7047345	February (2-15)		
				LLC 01-7051537	February (2-22)	1,969.47	14.70
				LLC 01-7054748	March (3-1)	4,202.86	31.36
				LLC 01-7059629	March (3-8)	3,378.24	25.21
	Outside Service Total					12,137.05	90.57
AppleOne Employment Services Total						12,137.05	90.57
		55801 Dues, Memberships & Research Svcs :				1,410.00	112.61
Bill.com	Dues and Memberships	Memberships	101 General	25030580184	March		
	Dues and Memberships Total					1,410.00	112.61
Bill.com Total						1,410.00	112.61
		53302 Rent and Utilities : Utilities, CAM, and		LLC 700203189681		2,545.88	19.00
Southern California Edison	Utilities	Real Estate	101 General	031225	February		
	Utilities Total					2,545.88	19.00
Southern California Edison Total						2,545.88	19.00
		55304 Facilities & Equipment Rental Expense				2,655.58	19.82
De Lage Landen Financial Services Inc.	Equipment Rental Expense	: Equipment Rental	101 General	LLC 589589005	March		
	Equipment Rental Expense Total					2,655.58	19.82
De Lage Landen Financial Services Inc. Total						2,655.58	19.82
		51801 Professional Svcs & Outside Labor :				5,262.30	39.27
DataBasics, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 0814622	March		
				LLC 0814728	March (3-1)	500.00	3.73
	Outside Service-General Total					5,762.30	43.00
DataBasics, Inc. Total						5,762.30	43.00
		52802 Office Supplies Expense : Office				332.75	2.48
Sparkletts	Office Expense	Supplies - COS	101 General	LLC 15182654 031625	March)		
	Office Expense Total					332.75	2.48
Sparkletts Total						332.75	2.48
		51801 Professional Svcs & Outside Labor :				15,000.00	111.94
Smile From The Inside, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 2214	March		
				LLC 2215	March	5,500.00	41.04
	Outside Service-General Total					20,500.00	152.98
Smile From The Inside, Inc. Total						20,500.00	152.98
		51806 Professional Svcs & Outside Labor :				1,300.64	9.71
Robert Half Inc.	Outside Service	Outside Labor/Temporary Help	101 General	LLC 64678770	February (2-21)		
				LLC 64704622	February (2-28)	509.72	3.80
				LLC 64729118	March (3-7)	1,614.70	12.05
				LLC 64755350	March (3-14)	1,546.98	11.54
				LLC 64771582	March (3-17)	4,628.00	34.54
	Outside Service Total					9,600.04	71.64
Robert Half Inc. Total						9,600.04	71.64
		51817 Professional Svcs & Outside Labor :				5,850.00	53.78
AXIS Teletherapy	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 3383	February		
	Subagreements for Services Total					5,850.00	53.78
AXIS Teletherapy Total						5,850.00	53.78
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				429.18	3.20
Everon, LLC	Services	Maintenance	101 General	LLC 158019260	March		
	Operations and Housekeeping Services Total					429.18	3.20
Everon, LLC Total						429.18	3.20
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 250305	March (3-7)	2,982.05	22.25
				LLC 2503129	March (3-19)	0.73	0.01
	Postage Total					2,982.78	22.26
		52801 Office Supplies Expense : Business				2,338.00	17.45
	Printing Expense	Expense/Printing & Reproduction	101 General	LLC 250305	March (3-7)		
				LLC 2503129	March (3-19)	20.50	0.15
	Printing Expense Total					2,358.50	17.60
Integration Inc. Total						5,341.28	39.86
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				155.00	1.16
Orkin	Services	Maintenance	101 General	LLC 275181234	March (3-4)		
	Operations and Housekeeping Services Total					155.00	1.16
Orkin Total						155.00	1.16
		51817 Professional Svcs & Outside Labor :				49,125.00	8,901.85
The Stepping Stones Group LLC	Subagreements for Services	Special Education Professional Services	280 SPED	LLC M0233161	January		
				LLC M0237053	February	56,002.50	10,148.10
	Subagreements for Services Total					105,127.50	19,049.95
The Stepping Stones Group LLC Total						105,127.50	19,049.95
Doctors Wellness Company LLC dba		51801 Professional Svcs & Outside Labor :				186.00	1.39
WellnessMart MD	Outside Service-General	Other Professional Services	101 General	LLC INV-8830	February		
	Outside Service-General Total					186.00	1.39
Doctors Wellness Company LLC dba WellnessMart MD Total						186.00	1.39
		51817 Professional Svcs & Outside Labor :				910.00	6.79
Effectual Educational Consulting Service	Subagreements for Services	Special Education Professional Services	101 General	LLC 12965	January		
			280 SPED	LLC 12965	January	8,295.00	76.26
	Subagreements for Services Total					9,205.00	83.05
Effectual Educational Consulting Service Total						9,205.00	83.05
		51806 Professional Svcs & Outside Labor :				1,452.00	10.84
Express Employment Professionals	Outside Service	Outside Labor/Temporary Help	101 General	LLC 31989457	February (2-16)		
				LLC 32024286	February (2-23)	1,161.60	8.67
				LLC 32048345	March (3-2)	2,541.05	18.96
				LLC 32075975	March (3-9)	2,546.94	19.01
				LLC 32109774	March (3-16)	1,305.71	9.74
	Outside Service Total					9,007.30	67.22
Express Employment Professionals Total						9,007.30	67.22

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
		52802 Office Supplies Expense : Office				601.53	4.49
Pitney Bowes Global Financial Services	Office Expense	Supplies - COS	101 General	LLC 3107113338	February (2-27)		
				LLC 1027109703	March (3-12)	162.99	1.22
	Office Expense Total					764.52	5.71
Pitney Bowes Global Financial Services Total						764.52	5.71
		56313 Program Fees & Other Instructional :				2,800.00	0.00
Solution Tree	Teacher Training	Program Fees - Professional Development	630 Title III	LLC 5317684	February		
	Teacher Training Total					2,800.00	0.00
Solution Tree Total						2,800.00	0.00
		51817 Professional Svcs & Outside Labor :		LLC Jan & Feb 2025		652.05	5.99
Specialized Therapy Services Inc	Subagreements for Services	Special Education Professional Services	280 SPED	DHH	January		
	Subagreements for Services Total					652.05	5.99
Specialized Therapy Services Inc Total						652.05	5.99
		52802 Office Supplies Expense : Office				467.86	3.49
ULINE	Office Expense	Supplies - COS	101 General	LLC 189893865	March (3-4)		
				LLC 190195146	March (3-11)	299.48	2.23
	Office Expense Total					767.34	5.73
ULINE Total						767.34	5.73
		51817 Professional Svcs & Outside Labor :				992.00	9.12
TheraStaffers	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 12348	February		
	Subagreements for Services Total					992.00	9.12
TheraStaffers Total						992.00	9.12
		51817 Professional Svcs & Outside Labor :				2,712.50	24.94
Speech Guy, LLC	Subagreements for Services	Special Education Professional Services	280 SPED	LLC AAC-2502	February		
	Subagreements for Services Total					2,712.50	24.94
Speech Guy, LLC Total						2,712.50	24.94
		56328 Program Fees & Other Instructional :				1,122.00	0.00
City of Morgan Hill	School Event	Program Fees - School Events Expense	141 - CAVA ASB	61821814	February		
	School Event Total					1,122.00	0.00
City of Morgan Hill Total						1,122.00	0.00
		52802 Office Supplies Expense : Office				(23.77)	(0.18)
Urbane Café	Office Expense	Supplies - COS	101 General	2182025	February		
	Office Expense Total					(23.77)	(0.18)
Urbane Café Total						(23.77)	(0.18)
		53302 Rent and Utilities : Utilities, CAM, and				1,080.46	8.06
City of Simi Valley	Utilities	Real Estate	101 General	LLC 70895987	February (2-19)		
	Utilities Total					1,080.46	8.06
City of Simi Valley Total						1,080.46	8.06
		52801 Office Supplies Expense : Business				600.60	0.00
City Printing Graphics	Printing Expense	Expense/Printing & Reproduction	101 General	LLC 25-32067	February (2-24)		
				LLC 25-32068	February (2-24)	375.38	75.17
				LLC 25-32126	March (3-13)	4,182.75	0.00
	Printing Expense Total					5,158.73	75.17
City Printing Graphics Total						5,158.73	75.17
		56334 Program Fees & Other Instructional :				250.00	0.00
Intellivol, LLC	Materials and Supplies	Program Fees - Non K12 Teacher Materials	330 SUPP - Engagement	LLC 6044	October (10-9)		
	Materials and Supplies Total					250.00	0.00
Intellivol, LLC Total						250.00	0.00
		56410 Program Fees & Other Instructional :				3,960.00	0.00
IXL Learning Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC 5529777	February (2-27)		
	Non K12 Curriculum Total					3,960.00	0.00
IXL Learning Inc. Total						3,960.00	0.00
		56410 Program Fees & Other Instructional :				5,714.50	0.00
N2Y, LLC	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC INV-1091712	February (2-14)		
	Non K12 Curriculum Total					5,714.50	0.00
N2Y, LLC Total						5,714.50	0.00
		51801 Professional Svcs & Outside Labor :				2,673.75	
Certified Languages International	Outside Service-General	Other Professional Services	320 Supp - ELD Services	LLC 74586013125	January		
				LLC 74586022825	February	3,290.25	
				LLC 74586123124	December	1,791.00	3.00
	Outside Service-General Total					7,755.00	3.00
Certified Languages International Total						7,755.00	3.00
		56313 Program Fees & Other Instructional :				2,650.00	0.00
Instructional Coaching Group	Teacher Training	Program Fees - Professional Development	160 EDUEFF	LLC 4502	January (1-10)		
	Teacher Training Total					2,650.00	0.00
Instructional Coaching Group Total						2,650.00	0.00
		56410 Program Fees & Other Instructional :				2,700.00	258.39
Rosetta Stone LLC	Non K12 Curriculum	Program Fees - Non K12 Curriculum	360 SUPP - ELD Support	LLC RS529904	February (2-18)		
	Non K12 Curriculum Total					2,700.00	258.39
Rosetta Stone LLC Total						2,700.00	258.39
		56410 Program Fees & Other Instructional :				1,940.00	0.00
SkillsUSA California	Non K12 Curriculum	Program Fees - Non K12 Curriculum	310 SUPP-CRE	LLC S133276	March (3-7)		
	Non K12 Curriculum Total					1,940.00	0.00
SkillsUSA California Total						1,940.00	0.00
		56410 Program Fees & Other Instructional :				241.69	0.00
Amazon Capital Services	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC 1XHY-3DKK-Y639	March (3-19)		
	Non K12 Curriculum Total					241.69	0.00
Amazon Capital Services Total						241.69	0.00
Code 3 Corp Security Inc	Prepaid Other	13514 Prepaid Other	101 General	LLC 2264	March (3-18)	126.00	0.00
	Prepaid Other Total					126.00	0.00
Code 3 Corp Security Inc Total						126.00	0.00
				LLC 8000-9090-1005-		2,799.95	20.89
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	2145 031625	March		
	Postage Total					2,799.95	20.89
Pitney Bowes Bank Inc Purchase Power Total						2,799.95	20.89
		56410 Program Fees & Other Instructional :				5,120.00	0.00
QuickSchools Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	560 Title I	LLC 02132025	February (2-13)		
	Non K12 Curriculum Total					5,120.00	0.00
QuickSchools Inc. Total						5,120.00	0.00
		52802 Office Supplies Expense : Office				5.16	0.04
Do It Center	Office Expense	Supplies - COS	101 General	2222025	February		
	Office Expense Total					5.16	0.04
Do It Center Total						5.16	0.04
		56313 Program Fees & Other Instructional :				4,000.00	0.00
Marriott Burbank (event deposit)	Teacher Training	Program Fees - Professional Development	480 - SUPP	3012025	March		
	Teacher Training Total					4,000.00	0.00
Marriott Burbank (event deposit) Total						4,000.00	0.00
		51801 Professional Svcs & Outside Labor :				171.78	1.28
Smartsheet Inc.	Other Professional Services	Other Professional Services	101 General	7744819	March		
	Other Professional Services Total					171.78	1.28
Smartsheet Inc. Total						171.78	1.28
Krispy Kreme Doughnuts	Office Expense	(blank)	101 General	33854409214427100	March	80.96	0.60
	Office Expense Total					80.96	0.60

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
Krispy Kreme Doughnuts Total						80.96	0.60
Ali Baba Café	Office Expense	(blank)	101 General	3192025	March	666.02	4.97
	Office Expense Total					666.02	4.97
Ali Baba Café Total						666.02	4.97
Nothing Bundt Cakes	Office Expense	(blank)	101 General	40170795	March	134.42	1.00
	Office Expense Total					134.42	1.00
Nothing Bundt Cakes Total						134.42	1.00
Grand Total						327,261.48	21,417.90

Insight School at San Diego
Board Disbursements A/P Payment History
April 01, 2025 - April 30, 2025

Vendor	Description	Total
ADP, Inc.	Payroll Services	172,884.00
California Virtual Academy @ San Diego	Intercompany Settlement	104,354.00
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	58,492.85
California Virtual Academy @ Los Angeles	Intercompany Settlement	50,239.00
Green Hasson Janks	Audit Fees & Porfessional Services	8,206.00
Rids Brother Company Inc	Transportation Services	4,920.00
Dynamic Hope Schools	Special Education Contracted Services	3,236.24
California Teachers Association	Union Dues	2,356.00
E-Therapy Intermediate, INC	Special Education Contracted Services	1,874.38
State Board of Equalization	Sales Tax	1,209.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	759.50
The Stepping Stones Group LLC	Special Education Contracted Services	731.81
Effectual Educational Consulting Service	Special Education Services	680.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	651.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	624.38
The Silly Room	Special Education Contracted Services	570.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	532.93
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	516.25
Braille Abilities, LLC	Special Education Orientation and Mobility Services	325.83
Chase Boyle dba Snow Counseling	Special Education Contracted Services	225.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	197.75
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	190.50
eLuma LLC	Special Individual Counseling Services	152.50
Jabbergym, LLC	Language and Speech Therapy	125.00
Partners in Special Education	Special Education Contracted Services	112.50
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	59.00
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	31.75
Grand Total		**414,257.17**

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
April 01, 2025 - April 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 04.29.2025 - State Board of Equalization(INSIGHT@SAN DIEGO)					(1,209.00)
	Bill	03/28/2025	ISSD_MAR'25 Use Tax	ISD_Comptrs/Matrls Use Tax_MAR 2025	
	Bill Payment	04/29/2025	ACH 04.29.2025	ISD_Comptrs/Matrls Use Tax_MAR 2025 & Qtr End Adj.	1,209.00
Bill Credit #ISSD_MAR'25 Use Tax Adj. - State Board of Equalization(INSIGHT@SAN DIEGO)					(1,140.81)
	Bill	03/28/2025	ISSD_MAR'25 Use Tax	ISD_Comptrs/Matrls Use Tax_MAR 2025	
	Bill Credit	04/28/2025	ISSD_MAR'25 Use Tax Adj.	ISD_Comptrs/Matrls Use Tax_MAR 2025 Qtr End Adj.	1,140.81
					0.00
Bill Payment #2970 - California Teachers Association(INSIGHT@SAN DIEGO)					(2,356.00)
	Bill	04/24/2025	Union Dues - 032025		
	Bill Payment	04/24/2025	2970		2,356.00
					0.00
					(56.50)
Bill Payment #2977 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	04/24/2025	INV-09273		
	Bill Payment	04/24/2025	2977		56.50
					(28.25)
Bill Payment #2963 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	04/10/2025	INV-09088		
	Bill		INV-09192		(56.50)
	Bill Payment	04/10/2025	2963		84.75
					(56.50)
Bill Payment #2953 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	04/04/2025	INV-09016		
	Bill Payment	04/04/2025	2953		56.50
					0.00
Bill Payment #2980 - The Stepping Stones Group LLC(Insight @ San Diego)					(195.00)
	Bill	04/24/2025	INV-00895		
	Bill Payment	04/24/2025	2980		195.00
Bill Payment #2966 - The Stepping Stones Group LLC(Insight @ San Diego)					(234.00)
	Bill	04/10/2025	INV-00872		
	Bill Payment	04/10/2025	2966		234.00
Bill Payment #2956 - The Stepping Stones Group LLC(Insight @ San Diego)					(92.08)
	Bill	04/04/2025	INV-00836		
	Bill		INV-00851		(139.75)
	Bill		INV-00857		(70.98)
	Bill Payment	04/04/2025	2956		302.81
					0.00
Bill Payment #2967 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(299.75)
	Bill	04/24/2025	INV-07665		
	Bill Payment	04/24/2025	2967		299.75
Bill Payment #2949 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(459.75)
	Bill	04/04/2025	INV-07634		
	Bill Payment	04/04/2025	2949		459.75
					0.00
					(152.50)
Bill Payment #2961 - eLuma LLC (INSIGHT@SAN DIEGO)	Bill	04/10/2025	VST-01209		
	Bill Payment	04/10/2025	2961		152.50
					0.00
Bill Payment #2955 - The Silly Room(Insight @ San Diego)					(570.00)
	Bill	04/04/2025	INV-00748		
	Bill Payment	04/04/2025	2955		570.00
					0.00
Bill Payment #2968 - Arc Speech Pathology Network DBA Arc Therapy Network(Insight @ San Diego)					(95.25)
	Bill	04/24/2025	INV-01148		
	Bill Payment	04/24/2025	2968		95.25
Bill Payment #2950 - Arc Speech Pathology Network DBA Arc Therapy Network(Insight @ San Diego)					(95.25)
	Bill	04/04/2025	INV-01131		
	Bill Payment	04/04/2025	2950		95.25
					0.00
Bill Payment #2973 - E-Therapy Intermediate, INC(Insight @ San Diego)					(181.25)
	Bill	04/24/2025	INV-08734		
	Bill		INV-08769		(230.63)
	Bill Payment	04/24/2025	2973		411.88
Bill Payment #2952 - E-Therapy Intermediate, INC(Insight @ San Diego)					(805.00)
	Bill	04/04/2025	INV-08650		
	Bill		INV-08675		(398.75)
	Bill		INV-08693		(258.75)
	Bill Payment	04/04/2025	2952		1,462.50
					0.00
Bill Payment #2974 - Effectual Educational Consulting Service(INSIGHT@SAN DIEGO)					(180.00)
	Bill	04/24/2025	INV-10259		
	Bill		INV-10383		(500.00)
	Bill Payment	04/24/2025	2974		680.00
					0.00

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
April 01, 2025 - April 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
			INV-003-16628 _ ISSD-Sep.24-TchrOLS	INV-003-16628 _ ISSD-Sep.24-TchrOLS	(5,060.00)
Bill Payment #ACH 04.24.2025 - K12 MANAGEMENT INC	Bill	09/23/2024	INV-003-16515 _ ISSD-Sep.24-Block	INV-003-16515 _ ISSD-Sep.24-Block	(10,626.00)
	Bill	09/20/2024	INV-003-16588 _ ISSD-Aug.24-TchrOLS	INV-003-16588 _ ISSD-Aug.24-TchrOLS	(3,520.00)
	Bill	09/24/2024	INV-003-16455 _ ISSD-Sep.24-OLS	INV-003-16455 _ ISSD-Sep.24-OLS	(23,674.06)
	Bill	09/17/2024	INV-003-16694 _ ISSD-Sep.24-SS&T	INV-003-16694 _ ISSD-Sep.24-SS&T	(4,952.79)
	Bill	10/22/2024	INV-003-16828 _ ISSD-Oct.24-COM	INV-003-16828 _ ISSD-Oct.24-COM	(10,660.00)
	Bill Payment	04/24/2025	ACH 04.24.2025	APR 2025 K12 Payment	58,492.85
Bill Credit #CM-003-1775 _ ISSD-Feb.25-SS& - K12 MANAGEMENT INC	Bill	03/10/2025	INV-003-18762 _ ISSD-Feb.25-SS&T	INV-003-18762 _ ISSD-Feb.25-SS&T	(97,158.00)
	Bill Credit	04/15/2025	CM-003-1775 _ ISSD-Feb.25-SS&	CM-003-1775_ISSD-Feb.25-SS& (Credit to INV-003-18762)	97,158.00
					0.00
Bill Payment #2965 - Rids Brother Company Inc(Insight @ San Diego)	Bill	04/10/2025	1460		(4,920.00)
	Bill Payment	04/10/2025	2965		4,920.00
					0.00
Bill Payment #2958 - Axis Teletherapy (Insight @ San Diego)	Bill	04/10/2025	INV-01561		(59.00)
	Bill Payment	04/10/2025	2958		59.00
					0.00
Bill Payment #2959 - Chase Boyle dba Snow Counseling(Insight @ San Diego)	Bill	04/10/2025	INV-00637		(225.00)
	Bill Payment	04/10/2025	2959		225.00
					0.00
Bill Payment #2971 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)	Bill	04/24/2025	INV-00731		(45.00)
	Bill Payment	04/24/2025	2971		45.00
Bill Payment #2960 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)	Bill	04/10/2025	INV-00700		(76.88)
	Bill		INV-00708		(45.00)
	Bill Payment	04/10/2025	2960		121.88
Bill Payment #2951 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)	Bill	04/04/2025	INV-00655		(184.17)
	Bill		INV-00659		(45.00)
	Bill		INV-00678		(91.88)
	Bill		INV-00684		(45.00)
	Bill Payment	04/04/2025	2951		366.05
					0.00
Bill Payment #2954 - Partners in Special Education(Insight @ San Diego)	Bill	04/04/2025	INV-01204		(112.50)
	Bill Payment	04/04/2025	2954		112.50
					0.00
Bill Payment #2982 - California Virtual Academy @ San Diego(Insight @ San Diego)	Bill	04/24/2025	ISD_APR'25 Interco_SD	Intercompany Settlement APR 2025	(104,354.00)
	Bill Payment	04/24/2025	2982	Intercompany Settlement APR 2025	104,354.00
					0.00
Bill Payment #2978 - Point Quest Pediatric Therapies, LLC(Insight @ San Diego)	Bill	04/24/2025	INV-00264		(253.13)
	Bill Payment	04/24/2025	2978		253.13
Bill Payment #2948 - Point Quest Pediatric Therapies, LLC(Insight @ San Diego)	Bill	04/04/2025	INV-00255		(371.25)
	Bill Payment	04/04/2025	2948		371.25
					0.00
Bill Payment #2979 - PresenceLearning, Inc.(Insight @ San Diego)	Bill	04/24/2025	INV-09226		(450.00)
	Bill Payment	04/24/2025	2979		450.00
Bill Payment #2964 - PresenceLearning, Inc.(Insight @ San Diego)	Bill	04/10/2025	INV-09213		(66.25)
	Bill Payment	04/10/2025	2964		66.25
					0.00
Bill Payment #2975 - Growing Healthy Children Therapy Services, Inc.(Insight @ San Diego)	Bill	04/24/2025	INV-00378		(31.75)
	Bill Payment	04/24/2025	2975		31.75
					0.00
Bill Payment #2981 - California Virtual Academy @ Los Angeles(INSIGHT@SAN DIEGO)	Bill	04/24/2025	ISSD_APR'25 Interco_LA	Intercompany Settlement APR 2025	(50,239.00)
	Bill Payment	04/24/2025	2981	Intercompany Settlement APR 2025	50,239.00
					0.00
Bill Payment #ACH 04.10.2025 & 04.28.2025 - ADP, Inc.(Insight @ San Diego)	Bill	04/29/2025	ISSD_APR'25 ADP PYRL	ISSD_April 2025 ADP Payroll	(172,884.00)

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
April 01, 2025 - April 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 04.10.2025 & 04.28.2025 - ADP, Inc.(Insight @ San Diego)	Bill Payment	04/30/2025	ACH 04.10.2025 & 04.28.2025	ISSD_April 2025 ADP Payroll	172,884.00
					0.00
Bill Payment #2957 - TheraStaffers(Insight @ San Diego)	Bill	04/04/2025	INV-00743		(651.00)
	Bill Payment	04/04/2025	2957		651.00
					0.00
Bill Payment #2962 - Green Hasson Janks(INSIGHT@SAN DIEGO)					(4,120.00)
	Bill	04/10/2025	23011		
	Bill		99188 - 10% Withheld		(4,086.00)
	Bill Payment	04/10/2025	2962		8,206.00
					0.00
Bill Payment #2969 - Braille Abilities, LLC(Insight @ San Diego)					(325.83)
	Bill	04/24/2025	INV-00299		
	Bill Payment	04/24/2025	2969		325.83
					0.00
Bill Payment #2972 - Dynamic Hope Schools (Insight @ San Diego)					(3,236.24)
	Bill	04/24/2025	1163		
	Bill Payment	04/24/2025	2972		3,236.24
					0.00
Bill Payment #2976 - Jabbergym, LLC(Insight @ San Diego)					(125.00)
	Bill	04/24/2025	INV-00123		
	Bill Payment	04/24/2025	2976		125.00
					0.00
					0.00
				Total	414,257.17

Transaction Summary
Insight at San Diego

Vendor	Amount
Expedited Reports	259.24
City Printing Graphics	191.15
Smile From The Inside, Inc.	152.98
Barrington Staffing Services	145.90
AppleOne Employment Services	142.47
Bill.com	112.61
Certified Languages International	111.00
Pitney Bowes Bank Inc Purchase Power	106.00
Cornerstone Educational Solutions	87.32
Express Employment Professionals	71.55
AXIS Teletherapy	68.72
UPS	64.36
Law Offices of Young, Minney & Corr, LLP	61.55
FusionPlus Inc	55.97
DataBasics, Inc.	41.18
The Back Room Inc	25.67
Supreme Facility Services, Inc.	24.55
UBEO Business Services	23.39
Southern California Edison	20.23
De Lage Landen Financial Services Inc.	19.82
AT&T Mobility	18.89
Comm-Core	14.13
Multi-Health Systems Inc.	10.57
Quill Corporation	9.92
Ontario Refrigeration	6.90
Verizon Wireless	6.68
Carmen Gomez Ruiz	4.48
Amazon	4.38
Vistaprint	3.70
Everon, LLC	3.20
Doctors Wellness Company LLC dba WellnessMart MD	2.78
Waste Management	2.72
Sparkletts	2.58
Procopio, Cory, Hargreaves & Savitch, LLP	1.77
GrubHub	1.68
Paper Recycling & Shredding	1.61
Pitney Bowes Global Financial Services	1.22
Orkin	1.16
CVS Pharmacy	0.25
Grand Total	**1,884.25**

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3014	March	600.00	4.48
	Operations and Housekeeping Services Total					600.00	4.48
Carmen Gomez Ruiz Total						600.00	4.48
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS				108.00	0.81
	Office Expense		101 General	LLC 597254	March (3-20)		
				LLC 598361	April (4-3)	108.00	0.81
	Office Expense Total					216.00	1.61
Paper Recycling & Shredding Total						216.00	1.61
UPS		54302 Postage & Delivery Expense : Messenger & Delivery				779.85	5.82
	Shipping		101 General	LLC 000073Y68E125	March (3-22)		
				LLC 000073Y68E135	March (3-29)	1,778.82	13.27
				LLC 000073Y68E145	April (4/05)	1,278.32	9.54
				LLC 000073Y68E155	April (4-12)	2,529.96	18.88
				LLC 000073Y68E165	April (4-19)	202.92	1.51
			280 SPED	LLC 0000V9159W125	March (3-22)	428.27	3.94
				LLC 000V9159W135	March (3-29)	300.68	2.76
				LLC 0000V9159W145	April (4/05)	421.54	3.88
				LLC 0000V9159W155	April (4-12)	437.82	4.02
				LLC 0000V9159W165	April (4-19)	79.86	0.73
	Shipping Total					8,238.04	64.36
UPS Total						8,238.04	64.36
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7122899-0283-5	April	167.38	1.25
				LLC 7122915-0283-9	April	196.57	1.47
	Operations and Housekeeping Services Total					363.95	2.72
Waste Management Total						363.95	2.72
Barrington Staffing Services		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				2,752.15	20.54
	Outside Service		101 General	LLC 44596	March (3-23)		
				LLC 44617	March (3/30)	3,382.93	25.24
				LLC 44634	April (4-6)	3,749.34	27.98
				LLC 44642	April (4-13)	769.20	5.74
				LLC 44652	April (4-13)	2,624.21	19.58
			280 SPED	LLC 44617	March (3/30)	1,341.60	12.33
				LLC 44634	April (4-6)	1,067.58	9.81
				LLC 44652	April (4-13)	1,341.60	12.33
	Outside Service Total					17,028.61	133.56
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				1,341.60	12.33
	Outside Service		280 SPED	LLC 44596	March (3-23)		
	Outside Service Total					1,341.60	12.33
Barrington Staffing Services Total						18,370.21	145.90
FusionPlus Inc		51801 Professional Svcs & Outside Labor : Other Professional Services				7,500.00	55.97
	Outside Service-General		101 General	LLC INV-1021	April		
	Outside Service-General Total					7,500.00	55.97
FusionPlus Inc Total						7,500.00	55.97
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor : Legal				513.50	0.00
	Legal Fees		101 General	LLC 15433	March		
				LLC 15555	March	307.37	61.55
			280 SPED	LLC 15433	March	7,339.50	0.00
	Legal Fees Total					8,160.37	61.55
Law Offices of Young, Minney & Corr, LLP Total						8,160.37	61.55
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				895.00	6.68
	Telephone - Administration		101 General	LLC 6110111340	March		
	Telephone - Administration Total					895.00	6.68
Verizon Wireless Total						895.00	6.68
						1,892.94	14.13
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1100194	April		
	Communications Total					1,892.94	14.13
Comm-Core Total						1,892.94	14.13
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance				3,290.00	24.55
Supreme Facility Services, Inc.			101 General	LLC 4365	April		
	Operations and Housekeeping Services Total					3,290.00	24.55
Supreme Facility Services, Inc. Total						3,290.00	24.55
		52802 Office Supplies Expense : Office Supplies - COS				207.30	1.55
Amazon	Office Expense		101 General	113-1943377-1824236	April		
				111-1003759-5042651	March	94.66	0.71
					April	23.58	0.18
				112-7993592-6329844	March	127.62	0.95
				111-0840131-3363410	April	17.15	0.13
				111-4080058-6797004	April	10.71	0.08
				112-2612858-7577851	April	77.20	0.58
				111-5543622-7407429	April	18.22	0.14
				112-0042846-8723406	April	10.71	0.08
	Office Expense Total					587.15	4.38
Amazon Total						587.15	4.38
		52802 Office Supplies Expense : Office Supplies - COS				1,329.29	9.92
Quill Corporation	Office Expense		101 General	LLC 43498047	March (3-28)		
	Office Expense Total					1,329.29	9.92
Quill Corporation Total						1,329.29	9.92
				LLC 805578466715 78		775.04	5.78
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	032825	April		
				LLC 2482741012	March	1,756.68	13.11
	Communications Total					2,531.72	18.89
AT&T Mobility Total						2,531.72	18.89
		51801 Professional Svcs & Outside Labor : Other Professional Services				3,440.00	25.67
The Back Room Inc	Outside Service-General		101 General	LLC INV-3641	March		
	Outside Service-General Total					3,440.00	25.67
The Back Room Inc Total						3,440.00	25.67
		51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help				2,815.20	21.01
AppleOne Employment Services	Outside Service		101 General	LLC 01-7063439	March (3-15)		
				LLC 01-7067007	March (3-22)	2,533.68	18.91
				LLC 01-7071320	March (3/29)	5,184.16	38.69
				LLC 01-7075561	April (4-5)	4,288.80	32.00
				LLC 01-7077763	April (4-12)	4,270.38	31.87
	Outside Service Total					19,092.22	142.47
AppleOne Employment Services Total						19,092.22	142.47
		55801 Dues, Memberships & Research Svcs : Memberships				1,410.00	112.61
Bill.com	Dues and Memberships		101 General	25040941249	April		
	Dues and Memberships Total					1,410.00	112.61

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
Bill.com Total						1,410.00	112.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 041025	March	2,710.94	20.23
	Utilities Total					2,710.94	20.23
Southern California Edison Total						2,710.94	20.23
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 589883151	April	2,655.58	19.82
	Equipment Rental Expense Total					2,655.58	19.82
De Lage Landen Financial Services Inc. Total						2,655.58	19.82
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814782	April	5,517.80	41.18
	Outside Service-General Total					5,517.80	41.18
DataBasics, Inc. Total						5,517.80	41.18
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 041325	April	345.24	2.58
	Office Expense Total					345.24	2.58
Sparkletts Total						345.24	2.58
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2216	April	15,000.00	111.94
				LLC 2217	April (4/07)	5,500.00	41.04
	Outside Service-General Total					20,500.00	152.98
Smile From The Inside, Inc. Total						20,500.00	152.98
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3463	March	8,125.00	68.72
	Subagreements for Services Total					8,125.00	68.72
AXIS Teletherapy Total						8,125.00	68.72
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 158250923	April	429.18	3.20
	Operations and Housekeeping Services Total					429.18	3.20
Everon, LLC Total						429.18	3.20
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 276518763	April (4/01)	155.00	1.16
	Operations and Housekeeping Services Total					155.00	1.16
Orkin Total						155.00	1.16
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-9487	March	372.00	2.78
	Outside Service-General Total					372.00	2.78
Doctors Wellness Company LLC dba WellnessMart MD Total						372.00	2.78
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 32134113	March (3-23)	1,452.00	10.84
				LLC 32164102	March (3/30)	2,067.04	15.42
				LLC 32196840	April (4-6)	3,033.25	22.64
				LLC 32223080	April (4-13)	3,036.32	22.66
	Outside Service Total					9,588.61	71.55
Express Employment Professionals Total						9,588.61	71.55
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1027256822	April (4-8)	162.99	1.22
	Office Expense Total					162.99	1.22
Pitney Bowes Global Financial Services Total						162.99	1.22
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	160 EDUEFF	LLC S319882	March (3-26)	1,920.00	0.00
	Teacher Training Total					1,920.00	0.00
Solution Tree Total						1,920.00	0.00
TheraStaffers	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 12347	March	992.00	0.00
	Subagreements for Services Total					992.00	0.00
TheraStaffers Total						992.00	0.00
Speech Guy, LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC AAC-2503	March (3/31)	2,362.50	0.00
	Subagreements for Services Total					2,362.50	0.00
Speech Guy, LLC Total						2,362.50	0.00
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 25-32137	March (3-19)	1,769.63	0.00
				LLC 25-32138	March (3-19)	954.53	191.15
	Printing Expense Total					2,724.16	191.15
City Printing Graphics Total						2,724.16	191.15
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586033125	March	4,308.00	111.00
	Outside Service-General Total					4,308.00	111.00
Certified Languages International Total						4,308.00	111.00
Amazon Capital Services	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 1NT9-G49G-YYDH	March (3-30)	124.95	0.00
	Non K12 Curriculum Total					124.95	0.00
Amazon Capital Services Total						124.95	0.00
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 041625	April	14,204.75	106.00
	Postage Total					14,204.75	106.00
Pitney Bowes Bank Inc Purchase Power Total						14,204.75	106.00
Multi-Health Systems Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC SIP00509390	March (3-25)	1,150.00	10.57
	Non K12 Curriculum Total					1,150.00	10.57
Multi-Health Systems Inc. Total						1,150.00	10.57
NASSP	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 9001977767	February (2-7)	385.00	0.00
				LLC 9001977768	February (2-7)	385.00	0.00
	Prepaid Other Total					770.00	0.00
NASSP Total						770.00	0.00
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW34910M	April (4-1)	924.00	6.90
	Operations and Housekeeping Services Total					924.00	6.90
Ontario Refrigeration Total						924.00	6.90
Procopio, Cory, Hargreaves & Savitch, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 924994	February	237.50	1.77
	Legal Fees Total					237.50	1.77
Procopio, Cory, Hargreaves & Savitch, LLP Total						237.50	1.77
Tech to School	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MTS78268	March (3-26)	1,369.14	0.00
	Computer Expense Total					1,369.14	0.00
Tech to School Total						1,369.14	0.00

Transaction Details
Insight San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SD
		51817 Professional Svcs & Outside Labor :				8,732.39	87.32
Cornerstone Educational Solutions	Subagreements for Services	Special Education Professional Services	280 SPED	LLC INV-1261	April		
	Subagreements for Services Total					8,732.39	87.32
Cornerstone Educational Solutions Total						8,732.39	87.32
DROPBOX, INC.	Prepaid Other	13514 Prepaid Other	730 CSI	LLC 37335016	April (4-18)	1,800.00	0.00
	Prepaid Other Total					1,800.00	0.00
DROPBOX, INC. Total						1,800.00	0.00
		51817 Professional Svcs & Outside Labor :				8,612.50	259.24
Expedited Reports	Subagreements for Services	Special Education Professional Services	280 SPED	LLC INVOICE001189	April		
	Subagreements for Services Total					8,612.50	259.24
Expedited Reports Total						8,612.50	259.24
Facilitron, Inc	Prepaid Other	13514 Prepaid Other	101 General	LLC 040925	April (4-9)	6,606.73	0.00
	Prepaid Other Total					6,606.73	0.00
Facilitron, Inc Total						6,606.73	0.00
		55304 Facilities & Equipment Rental Expense				3,134.84	23.39
UBEO Business Services	Equipment Rental Expense	: Equipment Rental	101 General	LLC 4859128	April (4-14)		
	Equipment Rental Expense Total					3,134.84	23.39
UBEO Business Services Total						3,134.84	23.39
		56328 Program Fees & Other Instructional :				8,811.00	
Universal Studios Hollywood Grad Bash	School Event	Program Fees - School Events Expense	101 General	LLC 495	April (4-11)		
	School Event Total					8,811.00	
Universal Studios Hollywood Grad Bash Total						8,811.00	
		54B11 Computer & Maintenance Expense :				984.96	
Virtual Technologies Group	Computer Expense	Repairs & Maintenance	280 SPED	LLC INV119845	April (4-10)		
	Computer Expense Total					984.96	
Virtual Technologies Group Total						984.96	
		52802 Office Supplies Expense : Office				495.69	3.70
Vistaprint	Office Expense	Supplies - COS	101 General	VP_Q0X1M3TX	April		
	Office Expense Total					495.69	3.70
Vistaprint Total						495.69	3.70
		56410 Program Fees & Other Instructional :				534.48	0.00
Azure Hotel and Suites	Program Fees – Non K12 Curriculum	Program Fees - Non K12 Curriculum	310 SUPP CRE/CTE	84093EE085807	April		
				84093EE085798	April	534.48	0.00
				84093EE085811	April	534.48	0.00
				84093EE085850	April	534.48	0.00
				84093EE085847	April	534.48	0.00
				84093EE085844	April	534.48	0.00
				84093EE085816	April	534.48	0.00
				84093EE085845	April	534.48	0.00
				84093EE085799	April	534.48	0.00
				84093EE085809	April	534.48	0.00
				84093EE085848	April	534.48	0.00
				4132025	April	534.48	0.00
				4182025	April	356.32	0.00
	Program Fees – Non K12 Curriculum Total					6,770.08	0.00
Azure Hotel and Suites Total						6,770.08	0.00
		52802 Office Supplies Expense : Office				178.74	1.33
GrubHub	Office Expense	Supplies - COS	101 General	4122025	April		
				4132025	April	45.86	0.34
	Office Expense Total					224.60	1.68
GrubHub Total						224.60	1.68
		52802 Office Supplies Expense : Office				33.52	0.25
CVS Pharmacy	Office Expense	Supplies - COS	101 General	4989	April		
	Office Expense Total					33.52	0.25
CVS Pharmacy Total						33.52	0.25
Grand Total						205,772.54	1,884.25

APPROVED

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

BOARD REPORT #05

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: Proposition 28: Arts and Music in Schools Annual Report

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the Proposition 28: Arts and Music in Schools Annual Report.

BACKGROUND: As a condition of receiving Proposition 28: Arts and Music in Schools apportionments, pursuant to Education Code section 8820(g)(4), LEAs must submit an annual report of expenditures to its governing board for approval and post the board approved annual report to its website before July 31st following the fiscal year end. Insight at San Diego has not yet submitted expenditure plans for approval, therefore, there are no expenditures to report for the 2024-25 fiscal year. Once the expenditure plans have been finalized by school leadership and the Head of Schools, they will be presented to the board. Below are the required components of the Proposition 28 annual report:

1. Number of full-time equivalent teachers (certificated): 0
2. Number of full-time equivalent personnel (classified): 0
3. Number of full-time equivalent teaching aides: 0
4. Number of students served: 0
5. Number of school sites providing arts education: 0

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the 2024-25 Proposition 28 Arts and Music in Schools Annual Report.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Francis Burke
Chief Business Official

PRESENTED BY:
Francis Burke
Chief Business Official

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date: _6/25/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					X
Shelly Hess	X				X	

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT # 06

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: 2024-25 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego ratify the following 2024-25 Employment Agreements and Terminations.

BACKGROUND:
Insight at San Diego offered contracts to teachers to meet the enrollment demands of the 2024-25 school year.

New Hires:

Last Name	First Name	Title	FTE
Titus Garcia	Jennifer	Academic Advisor	1.0

Terminations/Resignations:

Last Name	First Name	Title	FTE
Rizo	Melisa	Education Specialist, High School	1.0
Osaseri	Eloghosa	Teacher, High School	1.0
Ortega	Austin	Teacher, High School	1.0

BUDGET IMPLICATIONS:
Funding for these positions is provided through State apportionment based on Average Daily Attendance as reported by the school.

RECOMMENDATIONS:
It is recommended the Governing Board:

1. Ratify the offered 2024-25 Employment Agreements and Terminations
2. Authorize Designee of Board of Directors to sign the 2024-25 Employment Agreements on behalf of Insight at San Diego.

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date: _6/25/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X				X	
Shelly Hess	X					X

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT #07

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: Employee Handbook Update

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the updated Employee Handbook for publication and distribution to all Insight employees.

BACKGROUND: The Employee Handbook is an important means to communicate company policy and expectation. These policies apply to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, compensation, benefits, social and recreational programs, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws. The handbook is distributed to employees via email.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Review and approve the Employee Handbook.

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date: _6/25/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					X
Shelly Hess	X				X	

Insight
Employee Handbook



Insight®
SCHOOLS OF CALIFORNIA
POWERED BY K12

June 18, 2025



AZ| CA| GA| ID| MO| NV| NC| OH| SD| TN| UT| VA| WI| WY

ABOUT THIS HANDBOOK/DISCLAIMER

We prepared this handbook to help employees find the answers to many questions that they may have regarding their employment with Insight. Please take the necessary time to read it.

We do not expect this handbook to answer all questions. Supervisors and Human Resources also serve as a major source of information.

Neither this handbook nor any other verbal or written communication by a management representative is, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation, nor does it confer any contractual rights whatsoever. Insight adheres to the policy of employment at will, which permits the School or the employee to end the employment relationship at any time, for any reason, with or without cause or notice.

No School representative other than the Head of School or the Human Resources Administrator may modify at-will status and/or provide any special arrangement concerning terms or conditions of employment in an individual case or generally and any such modification must be signed and in writing.

Many matters covered by this handbook, such as benefit plan descriptions, are also described in separate School documents. These School documents are always controlling over any statement made in this handbook or by any member of management.

This handbook states only general School guidelines. The School may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice, except for the rights of the parties to end employment at will, which may only be modified by an express written agreement signed by the employee and the Head of School or the Human Resources Administrator.

This handbook is subject to the terms of any applicable collective bargaining agreement.

This handbook supersedes all prior handbooks.

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1-1. Welcome to California Virtual Academies

It is our pleasure to welcome you to California Virtual Academies (or CAVA as we like to say!). We are an energetic and creative group dedicated to maintaining high standards of excellence, quality, and professionalism. We value each one of our employees and hope that you find your work here rewarding and satisfying. We look forward to the opportunity of working together to create a more successful organization.

Introduction to the School

While the California Virtual Academies are public schools, they are unique in that they are virtual. 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 then living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact California Virtual Academies Offices in Simi Valley, and we will direct your call to the appropriate member of our Administration team. California Virtual Academies office contact information is as follows:

California Virtual Academies

50 Moreland Road

Simi Valley, California 93065

cava.k12.com

Telephone: (805) 581-0202

Main Fax: (805) 581-0330

Enrollment Fax: (805) 581-6102

Human Resources Fax: (805) 581-5617

Special Education Fax: (805) 581-8824

CAVA INTRANET

You can find important information about this school and your employment posted on CAVA intranet, located at https://k12inc.sharepoint.com/sites/WR/CMS/Central_Office. We expect all employees to read the information on this site as often as reasonably necessary to stay informed. Because this site is one way of communicating with employees, we do not allow anyone but managers and school officials to post information here.

1-2. School Mission

The core philosophy of Insight is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. 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.

1-3. History

The Insight are a network of public charter schools. It began in the summer of 2002 as a group of parents and administrators with a just vision. Only a few weeks later, the first Virtual Academy in the state of CA shipped its first round of computer and curriculum to students and families, with great anticipation of a successful school year.

Each of our schools is a public charter school that is funded by state tax dollars. Each of our schools has a Board of Director comprised of parents and community members who are passionate about providing additional educational opportunities to the students of California. The Board of Directors for each of the California Virtual Academies has entered into a management contract with K12 Inc., a Virginia-based education curriculum.

Our school is located in Simi Valley, California and the majority of our administrative team works from this office. Besides our school office, we do not have any other physical sites in the state. Members of the California Virtual Academies faculty work from their home and live within driving distance of the students in their class - thus enabling them to build a local school community in their area.

2-1. Introduction

On behalf of Insight, let me extend a warm and sincere welcome to employees commencing with us.

For employees who have been with us, thanks for your past and continued service.

I extend my personal best wishes for success and happiness here at Insight. We understand that it is our employees who provide the services that our customers rely upon, and who will enable us to create new opportunities in the years to come.

For employees who are commencing employment with California Virtual Academies ("California Virtual Academies" or "the School"), on behalf of California Virtual Academies, let me extend a warm and sincere welcome.

For employees who have been with us, thanks for your past and continued service.

We extend our personal best wishes for success and happiness here at California Virtual Academies. We understand that it is our employees who provide the services that our customers rely upon, and who will enable us to create new opportunities in the years to come.

We hope that your experience with us will be challenging, enjoyable and rewarding. Again, welcome!

NOTICE TO EMPLOYEES

This employee handbook is designed to be a resource for all employees and contains the employment policies and practices in effect at the time of publication. The statements contained in the Handbook are guidelines for employees concerning some of the California Virtual Academies policies and benefits and are not intended to create any contractual obligations or to alter the nature of employment. This employee handbook should be read in conjunction with applicable Board Policies and Collective Bargaining Agreements ("CBA"). Should any provision of this handbook contradict a provision of an applicable CBA at California Virtual Academies, the applicable CBA shall be controlling.

Supervisors do not have the authority to change the policies in this handbook on their own. If you are uncertain about any policy or procedure, contact your supervisor for clarification.

2-2. Anti-Bullying

California Virtual Academies is committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of abusive conduct. Abusive conduct, or "bullying," is conduct of an employer or employee in the workplace, whether physical or remote, with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests.

It includes unwelcome or unacceptable behavior, including repeated infliction of verbal abuse, such as derogatory remarks, insults, epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance and may be directed at an individual or a group. Bullying behavior is often persistent and part of a pattern, but it can also occur as a single incident if it is especially severe and egregious. It is usually carried out

by an individual but can also be an aspect of group behavior. Some examples of bullying behavior are:

- Excessive supervision;
- Belittling or disregarding opinions or suggestions;
- Manipulating the ability of someone to do their work (e.g., overloading, underloading, withholding information, setting meaningless tasks, setting deadlines that cannot be met, giving deliberately ambiguous instructions);
- Unfairly blaming for mistakes;
- Trivializing of work and achievements;
- Abusive and offensive language;
- Insults;
- Teasing;
- Public humiliation in any form;
- Spreading rumor and innuendo;
- Unreasonable criticism;
- Isolating people from normal work interaction;
- Deliberate exclusion;
- Practical jokes;
- Name calling;
- Threats of physical harm or other type of retribution

Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intent of the alleged bully is irrelevant, and will not be given consideration when disciplining an employee. It is the effect of the behavior upon the individual which is important.

We encourage all employees to report any instance of bullying behavior. Reported or suspected occurrences of bullying will be promptly and thoroughly investigated. Following an investigation, CAVA will promptly take any necessary and appropriate disciplinary action.

California Virtual Academies will not permit or condone any acts of retaliation against anyone who files or cooperates in the investigation of bullying complaints.

To report workplace bullying, discussing the problem with your immediate supervisor or HR Business Partner (HR@caliva.org) is encouraged as a first step. If your problem is not resolved after discussing it with your supervisor or human resources department, you are encouraged to request a meeting with a human resource specialist. In an effort to resolve the problem, the human resource specialist will consider the facts and may conduct an investigation.

Additionally, California Virtual Academies provides its employees with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment and discrimination. Any employee who feels harassed or discriminated against should follow the complaint procedure as described in the Non-Harassment policy.

2-3. Non-Harassment

It is Insight's policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and pregnancy-related conditions), gender identity or

expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information ,or any other characteristic protected by applicable federal, state, or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by Insight.

The purpose of this policy is not to regulate any employee's personal morality, but to ensure that no one harasses another individual in the workplace, including while on School premises, while on School business (whether or not on School premises) or while representing the School. In addition to being a violation of this policy, harassment or retaliation based on any protected characteristic as defined by applicable federal, state, or local laws also is unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted, or testified in an investigation or proceeding involving a complaint of sexual harassment as defined by applicable federal, state, or local laws are unlawful.

Harassment Defined

Harassment generally is defined in this policy as unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.). Such conduct violates this policy, even if it does not rise to the level of a violation of applicable federal, state, or local laws. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment; or
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;

9. Unwelcome sexually related comments;
10. Conversation about a person's own or someone else's sex life;
11. Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Reporting Procedures

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the Head of School. If the employee is unable for any reason to contact this person or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Human Resources Administrator. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in the reporting hierarchy.

Investigation Procedures

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. All employees must cooperate with all investigations conducted pursuant to this policy.

Retaliation Prohibited

In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee has been subjected to any such retaliation, the employee should report it in the same manner in which the employee would report a claim of perceived harassment under this policy.

Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including termination.

2-4. Background Checks

California Virtual Academies will conduct a background check upon employment. Continued employment is dependent upon consent and the results of the background check. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students, taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during their employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Head of Schools.

2-5. Certificated Staff

In order to be employed at a public school in the state of California, the credential holder must keep the credential (s) they hold for their specific assignment current, and ensure that it is renewed, cleared, or extended prior to the expiration date listed on the credential.

If the credential holder allows their credential, which is specifically required for their assignment, to expire, they will immediately be placed on an unpaid leave of absence and not be allowed to return to their assignment until the credential has been renewed, cleared, or extended. California Virtual Academies may approve up to

30 days maximum for this leave of absence. After 30 days, employment would be terminated if the required credential is not yet current. Employees would be eligible to re-apply on EdJoin once their credential is current. It is the sole responsibility of the credential holder to keep their credential current and take all necessary steps to ensure it is renewed, cleared, or extended prior to the expiration date listed on the credential.

2-6. Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

California Virtual Academies will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided for employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months' confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

2-7. Drug-Free and Alcohol-Free Workplace

To help ensure a safe, healthy and productive work environment for our employees and others, to protect School property, and to ensure efficient operations, Insight has adopted a policy of maintaining a workplace free of drugs and alcohol. This policy applies to all employees and other individuals who perform work for the School.

The unlawful or unauthorized use, abuse, solicitation, theft, possession, transfer, purchase, sale or distribution of controlled substances (including medical marijuana), drug paraphernalia or alcohol by an individual anywhere on School premises, while on School business (whether or not on School premises) or while representing the School, is strictly prohibited. Employees and other individuals who work for the School also are prohibited from reporting to work or working while they are using or under the influence of alcohol or any controlled substances, which may impact the employee's ability to perform their job or otherwise pose safety concerns, except when the use is pursuant to a licensed medical practitioner's instructions and the licensed medical practitioner authorized the employee or individual to report to work. However, this exception does not extend any right to report to work under the influence of medical marijuana or to use medical marijuana as a defense to a positive drug test, to the extent the employee is subject to any drug testing requirement, except as permitted by and in accordance with applicable law.

Violation of this policy will result in disciplinary action, up to and including discharge.

The School maintains a policy of non-discrimination and will endeavor to make reasonable accommodations to assist individuals recovering from substance and alcohol dependencies, and those who have a medical history which reflects treatment for substance abuse conditions. However, employees may not request an

accommodation to avoid discipline for a policy violation. We encourage employees to seek assistance before their substance abuse or alcohol misuse renders them unable to perform the essential functions of their jobs, or jeopardizes the health and safety of any School employee, including themselves.

As a condition of continued employment, all employees must comply with this policy. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment. Contact the Employee Assistance Program (EAP) for information about the availability of treatment programs such as assistance provided by the health care plan coverage or drug and alcohol abuse rehabilitation and education programs. Employee Assistance Program (EAP) contact information can be found in the portal under the benefits tab. This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

2-8. Equal Employment Opportunity

Insight is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, pregnancy-related conditions, and lactation), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. Insight's management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, access to facilities and programs, and general treatment during employment.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of Human Resources. Insight will not allow any form of retaliation against employees who raise issues of equal employment opportunity. If employees feel they have been subjected to any such retaliation, they should contact Human Resources. To ensure the workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge. All employees must cooperate with all investigations conducted pursuant to this policy.

2-9. Immigration Law Compliance

California Virtual Academies is committed to employing only United States citizens and aliens who are legally authorized to work in the United States. We do not unlawfully discriminate on the basis of citizenship or national origin.

In order for us to comply with the Immigration Reform and Control Act of 1986, all new employees, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and provide documentation that establishes identity and authorization to work.

Your employment may be terminated if at any time you cannot comply with laws requiring you to verify your right to work in the United States.

2-10. Reasonable Accommodations & Interactive Dialogue

Insight is committed to complying with applicable federal, state, and local laws governing reasonable accommodations of individuals, including, but not limited to, the Americans with Disabilities Act (ADA) and the Pregnant Workers Fairness Act (PWFA). To that end, Insight will endeavor to make a reasonable accommodation to applicants and employees who have requested an accommodation or for whom Insight has notice may require such an accommodation, related to an individual's:

- Disability, meaning any physical, medical, mental, or psychological impairment, or a history or record of such impairment;
- Sincerely held religious beliefs and practices;
- Needs as a victim of domestic violence, sex offenses, or stalking;
- Needs related to pregnancy, childbirth, or related medical conditions; and/or
- Any other reason required by applicable law, unless the accommodation would impose an undue hardship on the operation of our business.

Reasonable accommodations can take many forms. For example, reasonable accommodations for pregnancy, childbirth, or related medical conditions include but are not limited to things such as the ability to carry or keep water near and drink, as needed; allowing the employee additional restroom breaks; allowing the employee whose work requires standing to sit and whose work requires sitting to stand; allowing the employee breaks, as needed, to eat and drink; accommodations related to lactation; time off to recover from childbirth; modification of equipment; appropriate seating; temporary transfer to a different position that the employee is able to perform; restructuring job duties; light duty; or a modified work schedule. Insight will work with the employee to determine what accommodation is appropriate for the employee, given the employee's unique circumstances, that does not impose an undue hardship on Insight.

Any employee who would like to request an accommodation based on any of the reasons set forth above should contact Human Resources. Accommodation requests can be made in writing using a form which can be obtained from Human Resources. If the employee who has requested an accommodation has not received an initial response within five (5) business days, they should contact the Human Resources Administrator.

Unless otherwise required by law, Insight may request that the employee provide supporting documentation. Cooperating with Insight by returning requested information in a timely fashion is required.

After receiving a request for an accommodation or learning indirectly that the employee may require such an accommodation, Insight will engage in an interactive dialogue with the employee.

Even if employee has not formally requested an accommodation, Insight may initiate an interactive dialogue under certain circumstances, such as when Insight has knowledge that employee's performance at work has been negatively affected and a reasonable basis to believe that the issue is related to any of the protected classifications set forth above, in compliance with applicable law. In the event Insight initiates an interactive dialogue, it should not be construed as Insight's belief the employee requires an accommodation, but will serve as an invitation for the employee to share with Insight any information the employee desires to share, or to request an accommodation.

The interactive dialogue may take place in person, by telephone, or by electronic means. As part of the interactive dialogue, Insight will communicate openly and in good faith with the employee in a timely manner in order to determine whether and how Insight may be able to provide a reasonable accommodation. To the

extent necessary and appropriate based on the request, Insight will attempt to explore the existence and feasibility of alternative accommodations as well as alternative positions for the employee. Insight is not required to provide the specific accommodation sought by the employee, provided the alternatives are reasonable and either meet the specific needs of the employee or specifically address the employee's limitations.

Insight will endeavor to keep confidential all communications regarding requests for reasonable accommodations and all circumstances surrounding the employee's underlying reason for needing an accommodation.

Insight will not allow any form of retaliation against employees who have requested an accommodation, for whom Insight has notice may require such an accommodation, or who otherwise engage in the interactive dialogue process.

Employees with questions regarding this policy should contact Human Resources.

2-11. Residence

All certificated employees must live in California and reside permanently in California in order to be employed by the School. Teachers are not permitted to work outside of California unless they are attending a training, meeting, or conference assigned by their supervisor. If you need to travel out of state, you must submit a Time Off Request to your supervisor for the dates you will be away from your home office. Failure to properly disclose working outside of California may result in disciplinary action up to and including termination.

2-12. Tuberculosis Testing

All employees must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) or negative TB test results within the last 4 years. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the school and the cost of the exam will be borne by the applicant.

Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with school students.

2-13. Workplace Violence

Insight is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to School and personal property.

Insight does not expect employees to become experts in psychology or to physically subdue a threatening or

violent individual. Indeed, Insight specifically discourages employees from engaging in any physical confrontation with a violent or potentially violent individual. However, Insight does expect and encourage employees to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in School policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; or demonstrating a propensity to behave and react irrationally.

Prohibited Conduct

Threats, threatening language or any other acts of aggression or violence made toward or by any School employee WILL NOT BE TOLERATED. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto School premises.

Procedures for Reporting a Threat

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom the employee feels comfortable. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede Insight's ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If the School determines, after an appropriate good faith investigation, that someone has violated this policy, the School will take swift and appropriate corrective action.

If the employee is the recipient of a threat made by an outside party, that employee should follow the steps detailed in this section. It is important for the School to be aware of any potential danger in its offices. Indeed, the School wants to take effective measures to protect everyone from the threat of a violent act by employees or by anyone else.

Section 3 – Hiring and Onboarding

3-1. Recruitment

We understand that we are only as good as our employees, so we search as widely as possible for talented and motivated individuals to fill needed positions in our School. Our recruitment methods include referrals from California Virtual Academies families and teachers and advertising on applicable educational job boards. Although these methods have served us well in the past, we know that the marketplace is ever-changing and finding high-quality people is an evolving process. We encourage our employees to share with us their ideas and suggestions as to what more we can do to find and acquire talented and motivated individuals.

We conduct all recruiting in a fair and non-discriminatory manner. Staff who are responsible for recruiting and interviewing potential employees should seek the best person available for the position. In addition to looking outside the School for new hires, we also look internally. California Virtual Academies email job postings to employees as applicable. If you see a posting for a job that interests you and feel that you meet the qualifications, we encourage you to apply for the position.

3-2. Refer A New Hire

Our employees know our needs and School culture and are often best situated to recommend employees to fill open positions within California Virtual Academies. We have often found that some of our best recruits have resulted from referrals from our current employees. We encourage you to continue recommending candidates who have the potential to represent a great fit within the School.

California Virtual Academies is an equal-opportunity employer and hires individuals solely upon the basis of their qualifications for the job for which they have applied. Every effort is made to hire employees for positions which make the best use of their abilities and in which they will be able to achieve personal satisfaction. In no event shall the hiring of an employee be considered as creating a contractual relationship between the employee and the company, and, unless otherwise provided in writing, employment shall be at will, so that either party may terminate the relationship at any time with and without notice for any lawful reason.

3-3. New Hire Training

Upon accepting your position, you will receive communication from California Virtual Academies regarding important information with your new hire paperwork, benefits information, and self-paced new employee orientation. You will need to create your own account with our payroll partner online platform and complete the new employee self-paced orientation. You will receive detailed instructions as part of your new hire training.

During this new hire training session, you will receive important information about our policies and procedures. When your employment begins, you will be contacted by Human Resources, who will explain our benefits and payroll procedures and assist you in completing your employment paperwork. You will also meet with your supervisor to review your job goals and performance requirements. During the orientation period, the administration team and your partner teachers will give you feedback on your performance and will be available to answer questions you might have.

Employees are eligible for benefits as of their commencement date.

Section 4 - Operational Policies

4-1. Complaint Resolution Procedure

California Virtual Academies is committed to providing a comfortable and productive work environment for employees. It is important that your concerns are resolved in a timely manner in an atmosphere of open communication and mutual respect. You are encouraged to follow the process below for bringing concerns to management for resolution. Employees will not be penalized for following this procedure.

First, discuss the problem with your supervisor. If you do not believe a discussion with your supervisor is appropriate, request a meeting with a human resource specialist (HR@caliva.org). In an effort to resolve the problem, the human resource specialist will consider the facts and may conduct an investigation.

Additionally, the Anti-Harassment Policy in this handbook outlines procedures for employees to report complaints of harassment and discrimination.

4-2. Employee Classifications

For purposes of this handbook, all Insight employees fall within one of the classifications below.

Full-Time Employees - Employees who regularly work at least 30 hours per week who were not hired on a short-term basis.

Part-Time Employees - Employees who regularly work fewer than 30 hours per week who were not hired on a short-term basis.

Short-Term Employees - Employees who were hired for a specific short-term project, or on a short-term freelance, per diem or temporary basis. Short-Term employees generally are not eligible for School benefits, but are eligible to receive statutory benefits.

In addition to the above classifications, employees are categorized as either "**exempt**" or "**non-exempt**" for purposes of federal and state wage and hour laws. Employees classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of hours worked. Such salary may be paid less frequently than weekly. The employee will be informed of these classifications upon hire and informed of any subsequent changes to the classifications.

4-3. Job Postings

Insight is dedicated to assisting employees in managing their careers and reaching their professional goals through promotion and transfer opportunities. This policy outlines the online job posting program which is in place for all employees. To be eligible to apply for an open position, the employee must meet the following requirements:

- Be a current, regular, full-time or part-time employee;
- Have been in current position for at least six (6) months;
- Maintain a performance rating of satisfactory or above;
- Not be on conduct/performance-related probation or warning;

- Meet the job qualifications listed on the job posting; and
- Provide their current manager with notice prior to applying for the position.

If employees find a position of interest on the job posting website and they meet the eligibility requirements, an online job posting application must be completed in order to be considered for the position. Not all positions are guaranteed to be posted. The School reserves the right to seek applicants solely from outside sources or to post positions internally and externally simultaneously.

For more specific information about the program, please contact the Human Resources Department.

4-4. Working Hours and Schedule

Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of the business, at some point California Virtual Academies may need to change individual work schedules on either a short-term or long-term basis.

Normal operating hours for California Virtual Academy are from 8:00 am to 4:30 pm, Monday through Friday. Certificated staff normally work from 8:30 am - 4:00 pm, Monday through Friday. These hours may vary depending upon your position and work requirements. If applicable, your supervisor will provide directions for lunch and rest breaks in order to facilitate the smooth flow of business and to maintain an adequate number of staff. Give your supervisor as much advance notice as possible for any schedule changes.

Rest Breaks

Non-exempt employees who work three-and-one-half (3-1/2) or more hours per day are authorized and permitted one (1) 10-minute rest break for every four (4) hours or major fraction thereof worked. For purposes of this policy, "major fraction" means any time greater than two (2) hours. For example, if employees work more than six (6) hours, but no more than 10 hours in a workday, they are authorized and permitted to take two (2) 10-minute rest breaks: one (1) during the first half of a shift and a second rest break during the second half of the shift. If employees work more than 10 hours but no more than 14 hours in a day, they are authorized and permitted to take three (3) 10-minute rest breaks, and so on.

Rest breaks should be taken as close to the middle of each work period of four (4) hours or major fraction thereof as is practical. Employees do not need to obtain their supervisor's approval or notify their supervisor when taking a rest break. Employees are encouraged to take their rest breaks; they are not expected to and should not work during their rest breaks. Non-exempt employees are paid for all rest break periods and do not need to clock out when taking a rest break.

Rest breaks may not be combined with another rest break or with the meal period. In addition, rest breaks may not be taken at the beginning or end of the work day to arrive late or leave early. Each rest break must be a separate break, meeting the requirements described above. If any work is performed during a rest break, or if the rest break is interrupted for any work-related reason, the employee is entitled to another uninterrupted paid rest break.

California Virtual Academies also provides cool-down rest and recovery periods as needed to prevent heat illness for employees that perform work outdoors as required under applicable state law.

Meal Periods

Employees who work more than five (5) hours in a workday are provided an unpaid, off-duty meal period of at least 30 minutes. Employees are responsible for scheduling their own meal periods, but they should confirm

them with their supervisor. Meal periods must begin no later than the end of the fifth hour of work. For example, the employee who begins working at 8:00 a.m. must begin the meal period no later than 12:59 p.m. When scheduling a meal period, employees should try to anticipate work flow and deadlines.

Employees who work more than 10 hours in a day are entitled to a second unpaid, off-duty 30-minute meal period. Employees entitled to a second meal period should schedule their second meal period so it begins no later than before the end of their tenth hour of work, meaning the meal period should begin after working no more than nine (9) hours, 59 minutes.

During meal periods, employees are relieved of all duties and should not work during this time. When taking a meal period, employees should completely stop working for at least 30 minutes. Employees are prohibited from working "off the clock" during their meal period.

Those employees who use a time clock must clock out for their meal periods. These employees are expected to clock back in and promptly return to work at the end of any meal period. Those employees who record their time manually must accurately record their meal periods by recording the beginning and end of each work period. Unless otherwise directed by a supervisor in writing, employees do not need to obtain a supervisor's approval or notify a supervisor when taking a meal period. Employees are to immediately notify Human Resources if they believe that they are prevented by the nature of their work from taking a timely and/or complete meal period.

Meal Period Waiver

If no more than six (6) hours of work will complete the day's work, employees may voluntarily waive the meal period in writing. Employees should see their supervisor to obtain this waiver form. If the employee works no more than twelve (12) hours, the employee can waive the second meal period, but only if the first meal period was received and not waived in any manner. Any waiver of the second meal period must be in writing and submitted before the second meal period. Employees should see their supervisor to obtain this waiver form. Employees who work more than 12 hours may not waive, and should take, their second unpaid, off-duty and uninterrupted 30-minute meal period.

No Working During Rest Breaks and Meal Periods

Employees are completely relieved of all work duties and responsibilities during their rest breaks and meal periods. All rest breaks and meal periods must be taken outside the work area, such as in a break room. Employees may leave the premises during rest breaks and meal periods. Employees should not visit or socialize with employees who are working while they are taking a rest break or meal period. Employees, including those in a sensitive position like security or information technology, are not expected to remain "on call" or available to respond to messages, monitor radios, telephones, email or other devices during meal periods and rest breaks.

Employees are required to immediately notify Human Resources if they believe they are being pressured or coerced by any manager, supervisor or other employee to not take any portion of a provided rest break or meal period.

For employees subject to an applicable CBA, work schedules shall be governed by the CBA.

4-5. Remote Work/Telecommuting

Insight may allow employees to work remotely if their job duties and work performance are determined to be eligible for remote work. Eligibility will be decided on a case-by-case basis by the School. Employees also may be required to work remotely during periods of public health emergencies if government orders and mandates recommend such work.

This policy provides general information regarding remote work/telecommuting. Employees who are approved to work remotely should consult their individual agreement for specific details of their remote work/telecommuting arrangement, such as expected work hours, equipment provided, and other important information.

Any remote work/telecommuting arrangement may be discontinued by the School at any time and at the discretion of the School. Employees also may discontinue the arrangement but may not be guaranteed office space at the School's location.

At-Will Employment

This policy and any individual agreement addressing this work arrangement do not create a contract of employment and are not intended to be considered or construed as a promise of continued employment. Employment is at will and may be discontinued at any time by the School or employee without notice, cause, or liability.

Hours of Work

Employees will work full time from home. Scheduled hours of work will be set by the employees' manager or supervisor. Employees should maintain regular contact with their supervisors and managers.

Nonexempt employees must accurately record all hours worked pursuant to the School's timekeeping system and take rest and meal breaks as if in the School's workplace and as required by law. Nonexempt employees may not work beyond scheduled working hours (including working more than 40 hours in a workweek) without prior, written authorization from their manager or supervisor.

Location

Employees will provide, at their expense, a secure, dedicated work area. Employees are responsible for maintaining the work area in a safe, secure, and nonhazardous condition at all times. Employees will maintain security devices and procedures necessary to prevent use by unauthorized persons, including by preventing the connection of any School-furnished computer system, network, or database to any computer, network, or database other than a computer, network, or database to which connections are provided or authorized by the School.

Duties

Employees are expected to follow all existing School policies and procedures. The duties, obligations, responsibilities, and conditions of employment with the School remain unchanged. Employees must stay engaged with work throughout the workday and be fully available during normal business hours. If employees do not successfully perform their job duties remotely, this arrangement will be revoked. Employees are expected to follow existing School policies with respect to scheduled and unscheduled time off, including the obligation to speak with their manager or supervisor before the scheduled start time in the event of an unscheduled absence, tardy, or early departure.

Virtual Meetings (other than the classroom)

While distractions are often unavoidable, try to keep them to a minimum.

- No music or television in the background during meetings.
- Avoid having someone else seen on camera behind you.
- Keep yourself muted during video or audio conferencing unless you are speaking.
- Turning on video is required.
- Avoid eating a meal during a virtual meeting unless invited to do so by the meeting host
- Smoking or vaping is not permitted during a video conference.
- Be on time and avoid multi-tasking. Give your full attention to the meeting as if you were face to face.

Accidents and Injuries

Employees agree to maintain safe conditions in the remote work space and to practice the same safety habits and rules applied on School premises. If employees incur an injury arising out of the course and scope of the assigned job duties while working in the remote work space, the workers' compensation provisions in place for the state in which the employees are working will apply. Employees must notify their supervisor or manager immediately and complete all necessary and/or requested documents regarding the reported injury. The School assumes no responsibility for injuries occurring in the remote work space outside normal working hours or for injuries that occur as a result of a reasonably recognizable unsafe remote work space.

Equipment

Employees agree to use electronic equipment that has been encrypted and meets all of the School's security requirements. If the School provides equipment for home use, employees agree to provide a secure location for School-owned equipment and will not use, or allow others to use, such equipment for purposes other than School business. Employees have no expectation of ownership in such equipment, linkages, property, or other items installed or provided by the School. The School will bear the expense of removal of any such equipment, linkages, and installations provided by the School upon the termination of the remote work/telecommuting arrangement but not modification of or repairs to the work location. Employees hereby release the School from any damage or liability incurred in the installing or removal of the equipment provided by the School.

Return of School Property

All equipment, records, and materials provided by the School will remain School property. Employees agree to return School equipment, records, and materials upon request. All School equipment will be returned by employees for inspection, repair, or replacement as needed or requested or immediately upon termination of the remote work/telecommuting arrangement. All equipment must be returned within five (5) business days of written notice to the employees.

Expenses

Upon presentment of receipts and in accordance with the Business Expense Reimbursement policy, the School will reimburse employees for certain preapproved expenses.

Regular household utility charges, such as electricity, water, phone, Internet service, auto, homeowners' insurance, etc., are not reimbursable unless state law requires reimbursement.

Confidentiality

Employees agree that they are subject to the School's policies prohibiting the nonbusiness use or dissemination

of the School's confidential business information. Employees will take all appropriate steps to safeguard the School's confidential business information, including segregating it from personal papers and documents, not allowing nonemployees to access such information, and keeping such information in locked drawers or file cabinets when not in use. Employees will maintain confidential information, including, but not limited to, information regarding the School's products or services, processing, marketing and sales, client lists, client e-mail addresses and mailing addresses, client data, orders, memoranda, notes, records, technical data, sketches, designs, plans, drawings, trade secrets, research and development data, experimental work, proposals, new product and/or service developments, project reports, sources of supply and material, operating and cost data, and corporate financial information.

Contact

If employees have any questions concerning this policy or would like to apply to work remotely, they should contact the Human Resources Administrator.

4-6. Artificial Intelligence

The School recognizes that the use of artificial intelligence (AI) tools can potentially assist employees with the performance of job duties. However, there are many risks. To ensure the protection of confidential information and the integrity of our operations, as set forth below, all employees who wish to use AI tools must receive management approval and, if granted, comply with the below best practices.

Evaluation of AI tools. Employees must evaluate the utility and security of any AI tool before using it. This includes reviewing the tool's security features, terms of service, and privacy policy. Employees also should review the reputation of the tool developer and any third-party services used by the tool. But most importantly, employees must receive management approval prior to using any AI tool after explaining the manner in which it will be used and the benefits to the business.

Protection of confidential data. In using any AI tool, employees must not upload or share any confidential, proprietary, or protected data without prior written approval from the Head of Human Resources. This includes data related to customers, employees, or partners. Similarly, employees must ensure any AI tool does not utilize confidential or copyrighted information of a third party.

Access control. Employees must not give access to any AI tools approved for business use to anyone outside the School without prior approval from the Head of Human Resources and implementation of processes as required to meet security compliance requirements. This includes sharing login credentials or other sensitive information with third parties.

Compliance with security policies. Employees must apply the same security best practices we use for all Insight and customer data. This includes using strong passwords, keeping software up-to-date, and following the School's data retention and disposal policies.

4-7. Timekeeping Procedures

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management. All employees are required to accurately complete and submit their timesheet reflecting all hours worked, including required meal and rest periods.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge. Any discrepancies between time shown on a time record and actual hours worked, including overtime, should be resolved with your supervisor before submitting your hours to payroll.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is the employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors in the time record should be reported immediately to a supervisor, who will attempt to correct legitimate errors.

You may not work "off the clock" and if you are asked to do so, you should immediately report this to management.

4-8. Overtime

When Insight experiences periods of extremely high activity, additional work may be required. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations. Employees may work overtime only with prior management authorization. Any non-exempt employee who works overtime without authorization may be subject to disciplinary action, up to and including termination.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) their regular hourly wage for all time worked in excess of 40 hours each workweek, unless otherwise required by applicable law. Overtime pay is calculated based on actual hours worked. Paid time off, holidays, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

4-9. Safe Harbor Policy for Exempt Employees

It is Insight's policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure proper payment and that no improper deductions are made, employees must review pay stubs promptly to identify and report all errors.

Those classified as exempt salaried employees will receive a salary which is intended to compensate them for all hours they may work for Insight. This salary will be established at the time of hire or classification as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under federal and state law, salary is subject to certain deductions. For example, unless state law requires otherwise, salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing wage replacement benefits for such absences (deductions also may be made for the exempt employee's full-day absences due to sickness or disability before the employee has qualified for the plan, policy or practice or after the employee has exhausted the leave allowance under

the plan);
- full-day disciplinary suspensions for infractions of our written policies and procedures;
- Family and Medical Leave Act absences (either full- or partial-day absences);
- to offset amounts received as payment from the court for jury and witness fees or from the military as military pay;
- the first or last week of employment in the event the employee works less than a full week; and
- any full work week in which the employee does not perform any work.

Salary may also be reduced for certain types of deductions such as a portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a 401(k) or pension plan.

In any work week in which the employee performed any work, salary will not be reduced for any of the following reasons:

- partial day absences for personal reasons, sickness or disability;
- an absence because the School has decided to close a facility on a scheduled work day;
- absences for jury duty, attendance as a witness, or military leave in any week in which the employee performed any work (subject to any offsets as set forth above); and
- any other deductions prohibited by state or federal law.

However, unless state law provides otherwise, deductions may be made to accrued leave for full- or partial-day absences for personal reasons, sickness or disability.

If employees believe they have been subject to any improper deductions, they should immediately report the matter to a supervisor. If the supervisor is unavailable or if the employee believes it would be inappropriate to contact that person (or if the employee has not received a prompt and fully acceptable reply), they should immediately contact the Payroll Manager or any other supervisor in Insight with whom the employee feels comfortable.

If employees are unsure of whom to contact if they have not received a satisfactory response within five (5) business days after reporting the incident, they should immediately contact the Head of Human Resources, California Virtual Academies 50 Moreland Road Simi Valley, California 93065, (805) 581-0202.

4-10. Salary Advances

Insight does not permit advances on paychecks or against accrued paid time off. Advance pay for vacation must be requested in writing at least two weeks prior to the vacation period.

4-11. Performance Review

Depending on the employee's position and classification, Insight endeavors to review performance annually. However, a positive performance evaluation does not guarantee an increase in salary, a promotion or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the discretion of management. . For employees subject to an applicable CBA, performance reviews and changes to compensation shall be governed by the CBA.

In addition to these formal performance evaluations, the School encourages employees and supervisors to discuss job performance on a frequent and ongoing basis.

Employee performance and conduct are expected to contribute toward the achievement of the School's goals and objectives. The purpose of documentation of employee performance and professional conduct is to:

- Improve employee performance through effective communication while honoring the Collective Bargaining Agreements (CBA)
- Provide clarity to both the employee and the District on facts surrounding a situation in question
- Take necessary steps to deal with deficient employee performance and/or conduct

A positive performance review does not guarantee either an increase in compensation or continued employment. Raises, if given, may be based on a number of factors, such as the company's performance and profitability, department or group performance, and individual performance.

4-12. Record Retention

Insight acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against the School and its employees and possible disciplinary action against responsible individuals (up to and including discharge of the employee). Each employee has an obligation to contact the Human Resources Administrator to inform them of potential or actual litigation, external audit, investigation or similar proceeding involving the School that may have an impact on record retention protocols.

4-13. Your Employment Records

In order to obtain their position, employees have provided personal information, such as address and telephone number. This information is contained in their personnel file.

Employees should keep their personnel file up to date by informing the Human Resources Administrator of any changes. Employees also should inform the Human Resources Administrator of any specialized training or skills they acquire, as well as any changes to any required visas. Unreported changes of address, marital status, etc. can affect withholding tax and benefit coverage. Further, an "out of date" emergency contact or an inability to reach employees in a crisis could cause a severe health or safety risk or other significant problem.

To ensure that your personnel file is up-to-date at all times, notify HR@caliva.org of any changes in your name, telephone number, home address, withholding instructions, number of dependents, beneficiary designations, or the individuals to notify in case of an emergency.

4-14. Your Paycheck

Employees will be paid semi-monthly on the 10th and 25th of the month for all the time worked during the past pay period. For overtime calculations and salary administration, the fixed 7-day "workweek" is the period beginning at 12:01 a.m., Monday and ending at midnight, Sunday. California Virtual Academies does not grant employees pay advances. For paydays falling on a weekend or holiday, you will be paid the prior business day.

Payroll stubs itemize deductions made from gross earnings. By law, Insight is required to make deductions for

Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Payroll stubs also will differentiate between regular pay received and overtime pay received.

If there is an error in any employee's pay, the employee should bring the matter to the attention of the Payroll Manager immediately so the School can resolve the matter quickly and amicably.

Paychecks will be given only to the employee, unless the employee requests that they be mailed or authorizes in writing that another person may accept the check. The person designated to pick up your check will be asked to produce satisfactory identification; otherwise, your check will not be released.

Participants in the STRS/PERS programs will have deductions taken from their paycheck per state law.

The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form regarding the number of exemptions you claim. If you wish to modify your W-4 deductions, contact HR@caliva.org or login to our online payroll platform and edit your W-4 details. Check your pay stub to ensure that it reflects the proper number of withholdings and deductions.

If your employment ends, you will be paid your final wages in accordance with applicable state law. If you resign with at least 72 hours' notice, you will be paid on the date of separation for all wages and any accrued unused vacation at the date of separation. If you resign with less than 72 hours' notice, you will be paid for all wages and accrued unused vacation no later than 72 hours after notice is given. If your employment is terminated, you will be paid on the date of termination for all wages and any accrued unused vacation on the date of termination.

4-15. Open Door Policy

All employees have the opportunity to express ideas and opinions to management. The School believes that open communication is essential to a successful work environment, as well as to the School's success. All employees may express ideas and opinions directly to School management. Employees who would like to bring an idea or suggestion to the School's attention, or just simply wishes to discuss an issue not covered by a separate reporting procedure, are always welcome to send an email or make a call to Human Resources.

4-16. Virtual Teaching Protocol

Virtual Teaching Protocol While on Camera:

1. Teachers are expected to dress professionally and maintain a neat and appropriate appearance while on camera. This includes adhering to the school's dress code policy.
2. Teachers should establish a dedicated workspace that is free from distractions and conducive to teaching. The background should be appropriate and devoid of personal or sensitive materials.
3. Teachers are expected to attend online sessions punctually and be prepared to start the lesson at the scheduled time.
4. Teachers should keep their camera on throughout the session unless there are exceptional circumstances. Maintaining a visible presence helps facilitate engagement and connection with students.
5. Teachers will enforce the same classroom management policies online as they would in a physical classroom. Establish clear expectations for student behavior and address any disruptive or inappropriate conduct promptly.
6. Teachers will use appropriate and professional language during virtual sessions.

7. Teachers should not use personal devices, such as cell phones or tablets, for non-instructional purposes while on camera.
8. Teachers should respect the privacy of students and refrain from sharing any personal or identifiable information about students during virtual sessions. Student work or contributions should not be shared without consent.
9. Teachers will actively engage in professional development opportunities related to virtual teaching and technology-enhanced instruction. This helps ensure proficiency in using online platforms and tools effectively.
10. Classrooms with students present are to be supervised at all times. In the event of an emergency, contact an administrator to join the session or remove students from the session and lock the room; contact an administrator immediately.
11. To maintain a professional and focused learning environment, teachers should refrain from having other members of the family or household on camera during instructional sessions, including children, unless there is an academic reason, such as hosting a guest speaker that has been approved by the administration.

It is important for schools and teachers to establish clear virtual teaching policies to ensure professionalism, engagement, and effective learning experiences for students in the online setting. Remote work is not a substitute for childcare or other dependent care. The employee shall make or maintain childcare arrangements to permit concentration on work assignments during working hours.

4-17. Mandatory Deductions From Paycheck

California Virtual Academies is required by law to make certain deductions from your paycheck each time one is prepared. Among these are federal, state and local income taxes, and your contribution to Social Security and Medicare (FICA).

The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form. If you wish to update/change your W4 please reach out to HR@caliva.org. Check your pay stub to ensure that it reflects the proper amount of withholdings and deductions.

California Virtual Academies will also make deductions from your pay for other voluntary deductions you have authorized, such as your contribution to any group health insurance premiums or retirement plan contributions.

California Virtual Academies may make other mandatory deductions from your paycheck, such as court-ordered garnishments or retro benefits payments. If you have a question about these or any deductions, you should speak to your payroll specialist.

The Company will also make deductions from your pay for other voluntary deductions you have authorized, such as your contribution to any group health insurance premiums or retirement plan contributions.

Participants in the STRS/PERS programs will have deductions taken from their paycheck per state law.

4-18. Travel Time: Non-Exempt Employees

Overnight, Out-of-Town Trips

Non-exempt employees will be compensated for time spent traveling (except for meal periods) during their normal working hours, on days they are scheduled to work and on unscheduled work days (such as weekends). Non-exempt employees will also be paid for any time spent performing job duties during otherwise non-compensable travel time. However, such work should be limited absent advance management authorization.

Out-of-Town Trips for One Day

Non-exempt employees who travel out of town for a one-day assignment will be paid for all travel time, except for, among other things: time spent traveling between the employee's home and the local railroad, bus or plane terminal; and meal periods.

Local Travel

Non-exempt employees will be compensated for time spent traveling from one job site to another job site during a workday. The trip home, however, is non-compensable when the employee goes directly home from the final job site, unless it is much longer than the regular commute home from the regular worksite. In such case, the portion of the trip home in excess of the regular commute is compensable.

Commuting Time

Under the Portal to Portal Act, travel from home to work and from work to home is generally non-compensable. However, if a non-exempt employee regularly reports to a worksite near their home, but is required to report to a worksite farther away than the regular worksite, the additional time spent traveling is compensable.

If compensable travel time results in more than 40 hours worked by a non-exempt employee, the employee will be compensated at an overtime rate of one and one-half (1-1/2) times the regular rate. To the extent that applicable state law provides greater benefits, state law applies.

Section 5 – Benefits

5-1. Benefits Overview

In addition to good working conditions and competitive pay, it is Insight's policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as vacations and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs Insight provides employees and their families. Of course, the information presented here is intended to serve only as guidelines. Eligible employees will receive pertinent materials upon beginning employment with the School.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon request from the Human Resources Administrator. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, Insight (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While the School intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If employees have any questions regarding benefits, they should contact the Human Resources Administrator.

For employees subject to an applicable CBA, benefits offerings shall be governed by the CBA.

5-2. Paid Holidays

Full-time employees will be paid for the following holidays:

New Year's Day	January 1st
Martin Luther King Jr. Day	Third Monday in January
President's Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19th
Independence Day	July 4th
Labor Day	First Monday in September

Thanksgiving Day	Fourth Thursday in November
Day after Thanksgiving	Fourth Friday in November
Christmas Eve	December 24th
Christmas Day	December 25th

Full-time employees are eligible for paid holidays during each calendar year. A paid holiday does not count as a day worked in calculating overtime for the week. When holidays fall or are celebrated on a regular work day, eligible employees will receive one (1) day's pay at their regular straight-time rate. Eligible employees who are called in to work on a holiday will receive one (1) day's pay at their regular straight-time rate and an additional payment of straight-time for the actual time they work that day.

If a paid holiday falls on a Saturday, the preceding Friday will normally be observed as the holiday. If a paid holiday falls on a Sunday, the following Monday will normally be observed as the holiday. To receive holiday pay, a nonexempt employee must work the regularly scheduled workday before and after the holiday, unless the onsite manager approves an exception in writing. A paid holiday does not count as a day worked in calculating overtime for the week.

In addition, the education team will observe a winter and spring break each academic year. These breaks will be announced at the start of the school year. The school office remains open during these breaks.

Days off may not be taken immediately before or after a break unless it is sick time. We may require a doctor's note for the day if there is reasonable suspicion. A doctor's note may be required in order to receive an exception not to attend an in person meeting.

5-3. Vacation For Full-Time Classified Employees

California Virtual Academies appreciates how hard employees work and recognizes the importance of providing time for rest and relaxation. California Virtual Academies fully encourages employees to get this rest by taking vacation time. Full-time employees accrue paid vacation time as follows:

You will begin to accrue vacation as of your hire date and are eligible to use accrued time upon the 90th day of employment. This policy is intended to comply with California's Healthy Workplaces, Health Families Act of 2014.

In an academic year (August 1 - July 31), employees will be granted vacation according to the following schedule:

Length of Service	Accrual Rate for each day worked	Maximum Annual Accrual	Maximum Annual Cap
Date of Hire	.4 days per pay period	12 days	20 days

*Exempt employees will accrue based on a 40-hour workweek.

In the event that available vacation is not used by the end of the calendar year you may carry unused time forward to the next academic year. However, there is a maximum accrual ("cap"). If the total amount of unused vacation reaches this "cap," further vacation accrual will stop. When you use vacation and bring the accrual balance below the "cap," vacation accrual will begin again.

The maximum vacation entitlement for part-time employees is pro-rated based on hours worked.

Vacations should be taken during the year accrued, unless otherwise required by law. Every effort will be made

to grant employees' vacation preference, consistent with operating schedules. However, if too many people request the same period of time off, the School reserves the right to choose who may take vacation during that period. Employees with the longest length of service generally will be given preference. However, a more junior employee who already has an approved for a vacation date will not be bumped by a more senior employee.

Employees classified as exempt may take vacation in 4-hour increments.

Nonexempt employees should record their absences in exact time increments to the quarter hour, (e.g., 1.5 hours, 6 hours, and 2.75 hours).

Pay for vacation days will be paid on the regular pay cycle. Vacation is not considered hours worked when calculating overtime hours. If a planned vacation has to be canceled due to the needs of California Virtual Academies and you are unable to reschedule the vacation within the year, California Virtual Academies reserves the option of paying you in lieu of taking the canceled vacation or to allow rescheduling of that vacation. Vacation is solely a California Virtual Academies policy.

Accrued, unused vacation is paid out upon separation, computed at the hourly or salary rate of pay in effect upon separation. If you separate employment and you have taken a vacation prior to actual accrual, you agree to repay the company any such amounts.

Employees are required to use all accrued but unused vacation up to a maximum of 2 weeks of accrued vacation prior to collecting benefits under the California Family Temporary Disability Insurance Act. Employees will not earn vacation hours while on any type of leave

5-4. Paid Sick

Eligibility

Pursuant to the Healthy Workplaces, Healthy Families Act, the School provides paid sick leave to employees who, on or after July 1, 2015 work for California Virtual Academies in California for 30 or more days within a year. For employees who work in California who are eligible for sick time under the general Paid Sick Time policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Paid Sick Time policy and/or any other applicable sick time/leave law or ordinance.

Employees begin to accrue sick time upon hire and are eligible to use the time immediately at time of employment. Sick time accrues at the rate of .0385 per hour worked, and unused sick time will carry over into the following year. There is no limit to the amount of time that may be accrued; however you may use only up to 48 hours in a year for locations except San Francisco Employees who work in the City of San Francisco may use sick time provided it has been accrued and does not result in a negative balance.

Employees classified as exempt may take sick time in 2-hour increments. Nonexempt employees should record their absences in exact time increments to the quarter hour, (e.g., 1.5 hours, 6 hours, 2.75 hours).

Suspected abuse of sick leave may lead to disciplinary action. Indications of possible abuse include, but are not limited to, repeated usage of sick leave to extend regularly scheduled days off, including weekends, holidays (before or after a holiday), excessive absenteeism on Mondays and Fridays, and usage of sick leave on days previously requested and denied as vacation. If you are absent for more than three consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider. Please familiarize yourself with the Absenteeism and Tardiness Policy for the proper procedures to follow when an absence has

or will occur.

Usage

Paid sick leave may be used for the following reasons:

- For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member; or
- For the employee who is a victim of domestic violence, sexual assault, or stalking:

    1. to obtain or attempt to obtain a temporary restraining order, restraining order, or other injunctive relief;
    2. to help ensure the health, safety, or welfare of the victim or the victim's child;
    3. to seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
    4. to obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
    5. to obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
    6. to participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands *in loco parentis*, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood *in loco parentis* when the employee was a minor child); grandparent; grandchild; a sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

Unless the employee advises the Employee's Supervisor otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Employee's Supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable.

Days off may not be taken immediately before or after a break unless it is sick time. We may require a doctor's note for the day if there is reasonable suspicion. A doctor's note may be required in order to receive an exception not to attend an in person meeting.

Payment

Eligible employees will receive payment for paid sick leave at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued but unused paid sick leave under this policy will not be paid at separation. Unused sick hours will be reinstated if re-employed by School within one year of separation. Sick time is solely a School policy.

Enforcement & Retaliation

Retaliation or discrimination against the employee who requests paid sick days or uses paid sick days or both is prohibited and employees may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against any employee.

If employees have any questions regarding this policy, they should contact Human Resources Department.

5-5. Workers' Compensation

On-the-job injuries are covered by Insight's Workers' Compensation Insurance Policy, which is provided at no cost. If employees are injured on the job, no matter how slightly, they should report the incident immediately to their supervisor. Failure to follow School procedures may affect the ability of employees to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

5-6. Bereavement Leave

Employees who have been employed for at least 30 days may take bereavement leave of up to five (5) days upon the death of a family member. For the purposes of this policy, a family member includes a spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law.

Bereavement leave need not be consecutive for non-unit members but must be completed within three (3) months of the family member's death.

- Up to five (5) paid days off work for the death of a spouse, domestic partner, civil union relationship, child, parent, sibling or comparable step-relation.
- Up to three (3) paid and two (2) unpaid days off work for the death of a grandparent, father-in-law, mother-in-law, son-in-law or daughter-in-law.
- One (1) paid day off work for the death of a relative who is not a member of your immediate family.

Bereavement leave will be paid at the employee's base rate of pay at the time of absence for the number of hours the employee otherwise would have worked that day. Bereavement leave is not counted as hours worked for purposes of calculating overtime. When requesting time off for Bereavement Leave please enter the relationship of the deceased into the comments section.

Bereavement Leave for Unit Members per the CBA: 10.5.1 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.

Employees, if requested by the School, within 30 days of the first day's leave must provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published

obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave.

Employees wishing to utilize bereavement leave should contact Human Resource Department.

Employees will not be subject to adverse action for exercising rights or attempting to exercise rights under this policy, opposing practices that they believe to be in violation of this policy, or supporting the exercise of rights of another under this policy

5-7. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off sufficient working time to vote. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed a maximum of two (2) hours of voting leave on Election Day without loss of pay. Where possible, supervisors should be notified of the need for leave at least three (3) working days prior to the Election Day.

5-8. Lactation Accommodations

California Virtual Academies supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time for employees who wish to express breast milk for their infant child each time the employee has a need to express milk, in accordance with applicable local, state, and federal law. If possible, the break time must run concurrently with rest and meal periods already provided. Employees should clock out for time taken for 30 minutes or more that does not run concurrently with normally scheduled break periods.

The School will provide breastfeeding employees with space, in close proximity to their work area, that is shielded from view and free from intrusion from co-workers and the public. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who need a lactation accommodation should submit a request for possible accommodation to the Employee's Supervisor. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall engage in an interactive process to determine the appropriate accommodations.

California law expressly prohibits discrimination or retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees have the right to file a complaint with the Labor Commissioner for any violation of the rights underlying this policy. California Virtual Academy will not permit or condone any acts of retaliation against anyone who requests a lactation in the workplace accommodation.

You should notify your immediate supervisor if you are requesting time to express breast milk under this policy. Employees can consult their Human Resource Department with questions regarding this policy.

5-9. Jury Duty

Insight realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service to their supervisor.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

Employees on jury duty leave will be paid up to 5 days for their jury duty service in accordance with state law; however, exempt employees will be paid their full salary for any week in which time is missed due to jury duty if work is performed for the School during such week.

5-10. Insurance Programs

Full-time employees may participate in Insight's insurance programs. Under these plans, eligible employees will receive comprehensive health and other insurance coverage for themselves and their families, as well as other benefits.

Upon becoming eligible to participate in these plans, employees will receive summary plan descriptions (SPDs) describing the benefits in greater detail. Please refer to the SPDs for detailed plan information. Of course, feel free to contact the Human Resources Administrator with any further questions.

5-11. Long-Term Disability Benefits

Full-time employees are eligible to participate in the Long-Term Disability plan, subject to all terms and conditions of the agreement between Insight and the insurance carrier.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

5-12. Continuation of Benefits

All active, full-time employees covered by the Group Health Plan or the Health Care Flexible Spending Account (FSA) Plan may continue plan coverage for up to 12 weeks during an approved leave of absence, or for any longer period, as required by law.

While on leave, your benefits will continue as stated above but payments of these benefits will be collected retroactively upon return from leave. If benefits terminate during the leave because of the length of the leave you will be required to make a payment directly to the school. Human Resources will notify you if a payment is to be made or if a payment will be deducted upon return from leave. Repayment of benefits is a condition of employment. Failure to pay may result in disciplinary action up to and including termination. In addition, if you choose not to return and fail to pay benefits we do have the right to take legal action for payment.

If you do not return to work upon expiration of the applicable 12-week period (or such longer period as required by law), coverage will terminate and you will have the opportunity to continue coverage for a limited period of time under COBRA in accordance with applicable law.

5-13. Employee Assistance Program

We care about our employees' health and well-being and recognize that employees may be faced with personal challenges. The Employee Assistance Program (EAP) provides confidential support, counseling, as well as customized resources and referrals to help employees and their immediate families with work-life services, health information lines, and legal and financial services referrals. All contact between an employee and the EAP is confidential and designed to safeguard the participant's privacy rights.

Information on EAP can be found under Myself> Benefits > EAP on the ADP homepage or with this link: Home - LifeCare. For immediate assistance please call (866) 574 - 7256.

5-14. Retirement Plan

As part of our commitment to our employees and their well-being, all full-time eligible employees participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS), whichever applies. Employees will receive pertinent materials upon beginning employment with the School.

5-15. Employment Verification

Requests for employment verifications, for current or former employees, should be directed to HR@caliva.org.

Section 6 – Leaves of Absence

6-1. Military Leave

If employees are called into active military service or enlist in the uniformed services, they will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, employees must provide management with advance notice of service obligations unless they are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable to provide such notice. Provided the absence does not exceed applicable statutory limitations, employees will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Employees should ask management for further information about eligibility for Military Leave.

If employees are required to attend yearly Reserves or National Guard duty, they can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). They should give management as much advance notice of their need for military leave as possible so that Insight can maintain proper coverage while employees are away.

The employee may use any accrued but unused vacation time or paid time off. Exempt employees who perform any work in a week in which they also have military duty will be paid their full salary minus an offset for the military pay for the week.

6-2. Family and Medical Leave

The Leave Policy

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact their supervisor or ADP TotalSource.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by a covered Company* for at least 12 months (which need not be consecutive); 2) have been employed by the Company for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

***Note a covered Company is one which has employed 50 or more employees for at least 20 workweeks in the current or preceding calendar year.**

II. Entitlements

The FMLA provides eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

A. Basic FMLA Leave Entitlement:

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses their FMLA leave. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, child or parent (but not in-law) who has a **serious health condition**;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, child or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active duty service members.

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, child, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A **"covered servicemember"** is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care

for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember.

D. No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by law.

E. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage (if applicable) on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

G. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the School's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the School and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify the School of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform their supervisor or ADP TotalSource (866-400-6011), Option 2 or email: Totalsource.FMLA@adp.com) of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the School to determine that the leave is

FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the School's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the School has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the School and/or ADP TotalSource notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees, who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt the School's operations, subject to the approval of an employee's health care provider. Employees must consult with the School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the School may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification.**

It is the employee's responsibility to provide the School with timely, complete and sufficient medical certifications. Whenever the School requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the School (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the School with authorization allowing it to clarify or authenticate certifications with health care providers, the School may deny FMLA leave if certifications are unclear.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the School medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The School may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the School may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Reporting Changes to Anticipated Return Date & Periodically Concerning Intent to Return to Work

Employees must contact ADP TotalSource at 1-844-448-0325 periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School or ADP TotalSource with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date. If employees give the School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the School's obligation to maintain applicable health benefits (subject to COBRA requirements) and to restore their positions will cease.

F. Substitute Paid Leave for Unpaid FMLA Leave

Employees must (unless the School specifically informs employees otherwise) use any accrued paid time off while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, the School will allow employees to use accrued paid time off to supplement any paid disability benefits.

G. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless the School notifies employees of other arrangements, whenever employees are receiving pay from the School during FMLA leave, the School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a "pay-as-you-go" method. Employees should contact their immediate supervisor to make these arrangements.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA leave.

IV. Exemption for Highly Compensated Employees

The School may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to the School. (This fact-specific determination will be made by the School on a case-by-case basis.) The School will notify you if you qualify as a "highly compensated" employee, if the School intends to deny reinstatement, and of your rights in such instances.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact your supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com. The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact ADP TotalSource immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

VI. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the Company's other leave policies in your School handbook as applicable or contact your supervisor or ADP TotalSource.

6-3. Personal Leave

If employees are ineligible for any other School leave of absence, Insight, under certain circumstances, may grant a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and employees are not eligible for leave under the federal Family and Medical Leave Act (FMLA) or any state leave law, medical certification also must be submitted. The request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as performance and attendance records. Normally, a leave of absence will be granted for a period of up to eight (8) weeks. However, personal leave may be extended if, prior to the end of leave, employees submit a written request for an extension to management and the request is granted. During the leave, employees will not earn vacation, personal days, or sick days. Health insurance coverage is subject to the terms of the plan documents.

When the employee anticipates returning to work, he or she should notify management of the expected return date. This notification should be made at least one week before the end of the leave.

Upon completion of the personal leave of absence, School will attempt to return employees to their original job or a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of availability to return to work, failure to return to work when notified or a continued absence from work beyond the time approved by School will be considered a voluntary resignation of employment.

Personal leave runs concurrently with any School-provided Short-Term Disability Leave of Absence.

6-4. Medical Leave and Family Care (MLFC)

Qualifying Reasons

The Company provides leaves of absence without pay to eligible employees for any of the following reasons:

1. The birth of a child and to bond with the newborn child within one year of birth;
2. The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
3. To care for the employee's spouse, son, daughter, or parent ("covered family member") who has a serious health condition;
4. Your own serious health condition which renders you unable to perform the functions of the position; or,
5. Any qualifying exigency (as defined under the Federal Family Medical Leave Act) arising out of the fact that an employee's spouse, son, daughter, or parent is a military member on covered active duty or called to covered active-duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active-duty service members.

In the event that state or federal law provides for greater rights than provided by this policy, it is the Company's policy to govern its actions in accordance with those laws. For example, state law may extend MLFC leave entitlements to civil union and domestic partners.

Qualifying exigencies may include, but are not limited to, attending certain events that arise out the military member's covered active duty status provided that the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of the leave; certain childcare and school activities; addressing certain financial and legal arrangements; attending certain counseling sessions; caring for the parents of the military member on covered active duty who is incapable of self-care and attending certain post-deployment activities. The qualifying exigencies listed in this paragraph are defined in 29 § CFR 825.126.

Amount of Leave Available

Eligible employees that qualify for leave are normally granted leave up to a maximum of 12 weeks within a 12-month rolling period measured backward from the date of any leave usage.

Where permitted by law, MLFC leave exhausts while using leave under federal, state or local family and medical leave laws. Unless otherwise provided by law, for purposes of this policy, leave usage includes leave provided pursuant to this policy or leave previously granted under state or federal leave laws.

MLFC leave must be used in one-week increments. Employees are required to exhaust any accrued paid leave time while taking unpaid leave.

If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension as required by law. Extensions will be considered under ADA. However, benefits will only be provided for the initial maximum of 12 weeks after which time the employee may apply for benefits continuation under COBRA.

Additional Military Family Leave Entitlement (Military Caregiver Leave)

In addition to the basic MLFC leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a covered servicemember is entitled to take up to 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12-month period and, when combined with other MLFC-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is in outpatient status (as defined in 29 C.F.R. § 825.127) or is on the temporary retired list for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services, except for a dishonorable discharge, at any time during the five years preceding the date the eligible employee takes MLFC leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy, or is in outpatient status for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

This policy adopts the definition of a "serious injury or illness" set forth in 29 C.F.R. § 825.127. This definition is distinct from the definition of "serious health condition" applicable to MLFC leave to care for a covered family member (discussed above).

How to Request Leave

Employees may request leave only after having been employed for one year. Eligible employees should make requests for leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Certification Requirements

Employees may be required to provide written documentation from their health care provider supporting the need for leave including a detailed explanation of the medical reason, why the employee requires a leave of absence, any accommodations that might enable the employee to return to work, and the health care provider's opinion (supported by medical reasoning) as to the likely date the employee will return to work, if known.

In the case of leave to care for a covered family member, employees may be required to provide documentation substantiating the need for leave. This would include, for example, a statement from the family member's healthcare provider indicating that the family member is unable to care for his or her own basic medical, hygienic, nutritional needs or safety.

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the Company may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military

indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active-duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the Company may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, the Company may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave. Any changes in this information should be promptly reported to Company.

Continuation of Health Insurance Benefits While on Leave

Health insurance benefits will be provided by Company for a maximum of 12 weeks (or 26 weeks for injured servicemember leave) under the same terms that would have applied had the employee not taken leave. Employees remain responsible for payment of the employee contribution while on leave. Payment must be received by the **[date]** of each month. Failure to make timely payments may result in a termination of health insurance benefits.

Employees who exceed the 12 (or 26 for injured servicemember leave) week maximum period of leave will become responsible for the full costs of these benefits and may apply for benefits continuation under COBRA. When the employee returns from leave, benefits will again be reinstated on the first of the month following the employee's return to work.

Returning from Leave / Job Restoration

An employee on leave is requested to provide the Company with at least two weeks advance notice of the date the employee intends to return to work so that an employee's return to work can be properly scheduled.

Employees returning from leave for the employee's own serious health condition may be required to submit a health care provider's verification of their fitness to return to work.

Job restoration is not guaranteed. However, when a leave ends, the Company will make reasonable efforts to reinstate the employee to the same position previously held by the employee if it is available. If it is not available, the Company will make reasonable efforts to reinstate the employee to an equivalent position for which the employee is qualified and if an equivalent position is not available, then to a lower-level position.

If an employee fails to return to work on the agreed upon return date, the Company may assume that the employee has resigned.

Contact Information

Any questions regarding this policy should be directed to the ADP TotalSource Leaves Administration Team at 844-448-0325 or by email Leaves@adp.com.

6-5. Civil Air Patrol Leave

California Virtual Academies provides up to 10 days per calendar year of unpaid leave time to eligible employees to serve as a member of the Civil Air Patrol on the request of the state or its political subdivisions. To be eligible, you must have completed 90 days of employment. You may choose to take accrued paid time off for the leave. You must give as much advance notice as possible and provide certification from the Civil Air Patrol authority in advance, unless you are called for emergency service.

6-6. Witness Leave

Employees called to serve as an expert witness in a judicial proceeding on behalf of the State will be granted leave with pay. Employees summoned to appear in court as an expert witness, but not on behalf of the State may use available vacation and personal time to cover the period of absence.

Employees subpoenaed for witness duty must notify their supervisor as soon as possible.

7-1. Exit Interviews

Employees who resign are requested to participate in an exit interview with the Human Resources Representative, if possible.

7-2. Weapons

California Virtual Academies strives to provide a safe and secure workplace for employees, clients, customers and visitors. The School has zero tolerance for, and forbids the possession of any type of weapon, firearm, explosive and/or ammunition while on company property or conducting company business. For purposes of this policy, company property includes, but is not limited to, all facilities, company-provided vehicles and equipment that are either leased or owned by the company or a company client.

Possession of firearms or other weapons may be cause for discipline, including, but not limited to, immediate termination of employment. In enforcing this policy, California Virtual Academies reserves the right to request inspections of any employee and their personal effects while on company property, to the extent allowable under applicable law. Any employee who refuses to allow an inspection will be subject to the same disciplinary action as having been found in possession of firearms or other weapons.

In the event an employee lawfully possesses a firearm, the employee can store the firearm in the employee's personal vehicle while on company-provided parking areas; however, the firearm must be stored in the employee's locked vehicle, or locked to the vehicle, and hidden from plain view.

Employees share the responsibility of identifying violators of this policy. If you either witness or suspect another individual of violating this policy, you should immediately report this information to their onsite supervisor.

7-3. Sharepoint

Important notices and items of general interest are continually posted on California Virtual Academies SharePoint site. Employees should make it a practice to review frequently. This will assist employees in keeping up with what is current at California Virtual Academies.

Link to SharePoint: Home - Central Office

7-4. Professional Boundaries: Staff/Student Interaction Policy

California Virtual Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a student from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a student to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent's point of view. The objective of the following list of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction

with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

a. Giving gifts to an individual student that are of a personal and intimate nature.
b. Kissing of any kind.
c. Any type of unnecessary physical contact with a student in a private situation.
d. Intentionally being alone with a student away from school.
e. Making or participating in sexually inappropriate comments.
f. Sexual jokes.
g. Seeking emotional involvement with a student for your benefit.
h. Listening to or telling stories that are sexually oriented.
i. Discussing inappropriate personal problems or intimate issues with a student in an attempt to gain their support and understanding.
j. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

a. Giving students a ride to/from school or school activities.
b. Being alone in a room with a student at school with the door closed.
c. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

a. Remarks about the physical attributes or development of anyone.
b. Excessive attention towards a particular student.
c. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

a. Getting parents' written consent for any after-school activity.
b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
c. Emails, texts, phone and instant messages to students must be very professional and relate to school activities or classes (Communication should be limited to school technology).
d. Keeping the door open when alone with a student.
e. Keeping reasonable space between you and your students.
f. Stopping and correcting students if they cross your own personal boundaries.
g. Keeping parents informed when a significant issue develops about a student.
h. Keeping after-class discussions with a student professional and brief.
i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
j. Involving your supervisor if conflict arises with the student.
k. Informing the Head of Schools about situations that have the potential to become more severe.
l. Making detailed notes about an incident that could evolve into a more serious situation later.
m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
n. Asking another staff member to be present if you will be alone with any type of special needs student.
o. Asking another staff member to be present when you must be alone with a student after regular school hours.
p. Giving students praise and recognition without touching them.
q. Pats on the back, high fives and handshakes are acceptable.
r. Keeping your professional conduct a high priority.
s. Asking yourself if your actions are worth your job and career.

7.5. Prevention of Sexual Misconduct and Abuse

Information

The education code requires that schools post their staff/student interaction and professional boundaries policies on the school's website as well as distribute the policy to students and staff each year.

Policy Statement

California Virtual Academies is committed to providing students with a safe and supportive learning environment and protecting its students from sexual misconduct and abuse. The responsibility to protect students from sexual misconduct and abuse is shared by the Board, administrators, teachers, other employees, volunteers, parents, state agencies, and law enforcement.

Sexual misconduct or abuse in any form and as defined in this policy, is expressly prohibited. While the School recognizes the importance of safe and appropriate communication and interaction between students and adults in student achievement, successful learning, and instruction, clear and reasonable boundaries for educator-student relationships are necessary to protect students from sexual misconduct and abuse and to protect adults from misunderstandings and false accusations. This policy outlines safe and appropriate boundaries for stakeholder interactions with students and strictly prohibits inappropriate or questionable conduct toward students by any stakeholders, including employees.

This policy applies to all stakeholders, including administrators, employees, volunteers, and vendors providing instructional services to students. In this policy, these individuals will be referred to as "adults." This policy

must be reviewed and applied in conjunction with the School's mandated reporting policy and Professional Boundaries Policy.

Sexual Misconduct and Abuse Prohibited

Adults are prohibited from engaging in sexual misconduct and abuse of students, which includes unnecessary or intimate physical touching; dating; making sexual advances; seeking romantic or sexual relationships; seeking an emotional bond for the benefit of the adult; giving personal gifts that are intimate in nature; intentionally being alone with a student away from school; telling/allowing inappropriate sexual jokes or stories; becoming overly interested or attached, or showing undue attention toward, a specific student or students; any behavior that could be described as "grooming" behavior; having conversations of an intimate or sexual nature not related to the adult's professional responsibilities; and sexual contact.

This is a non-exhaustive list. Adults must also generally avoid any other conduct toward a student that would cause a reasonable person to suspect inappropriate behavior. Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

In-Person Communication and Interaction

Personal contact between adults and students must be nonsexual, appropriate to the circumstances, and unambiguous in meaning. Adults should avoid the appearance of impropriety in their interactions with students. Behaviors that can create an appearance of impropriety include, but are not limited to:

- Conducting ongoing, private conversations with individual students that are unrelated to academics, school activities, or the well-being of students and that take place in locations inaccessible to others;
- Inviting a student or students for home visits;
- Visiting the homes of students for any reason other than professional duties;
- Inviting students for social contact off school grounds without the permission or knowledge of parents/guardians; and
- Transporting students in personal vehicles without the parents or supervisors

Adults, including employees and volunteers of the School, should respect boundaries consistent with their roles as educators, mentors, and caregivers. Violations of these boundaries include:

- Physical contact with a student that could be reasonably interpreted as constituting sexual harassment;
- Exposing students to sexualized content via pictures, videos, the internet, or social media;
- Unnecessarily invading a student's personal privacy or physical space;
- Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate adult/student relationship;
- Conversation of a sexual nature with students not related to the adult's professional responsibilities or role; and
- A flirtatious, romantic, or sexual relationship with a student.

Electronic Communication

Digital technology and social networking provide multiple means for adults, educators and other employees to communicate appropriately with students and personalize learning. Such communication between adults and students must be transparent, accessible to supervisors and parents/guardians, nonsexual, appropriate to the circumstances, unambiguous in meaning, and professional in content and tone.

As with in-person communications, adults should avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors to consider in determining whether electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing, and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents/guardians;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and
- Whether the communication was sexually explicit.

Adults must restrict one-on-one, electronic communications with individual students to accounts, systems, and platforms that are provided by and accessible to the School. If an adult does not have access to a Board-approved communication account, system, or platform and there is a time-sensitive or emergency School-related matter that must be communicated to students, the adult may use a personal communication account, system, or personal social media to communicate this information. The adult must note the date, time, and nature of the contact and make this information available to the School upon request as communications with the student on behalf of the School are the property of the School.

Parents/guardians are encouraged to have access to their student's social networking and digital communications and to supervise their student's use of these methods of communication.

Reporting of Violations

Adults are required to report any case of suspected sexual misconduct or abuse to their supervisor (or to the Principal for non-employees), who shall report such information to the Head of School. This requirement is in addition to the requirements for reporting cases of suspected child abuse or neglect under any mandatory reporting laws.

In addition, adults are required to report suspected violations of this policy regarding in-person and electronic communications with students to their supervisor (or to the Principal for non-employees), who shall report such information to the Head of School.

Adults should not attempt to confront the perpetrator or conduct their own investigation. Instead, the matter must be referred to the School and a child protective agency as stated herein. For the privacy of the student and to avoid circulating harmful or incorrect information, adults must not unnecessarily disseminate information about a pending incident.

Training

The Board will provide training for employees and volunteers on the prevention of misconduct and abuse, in addition to any required training under mandated reporting laws. Information about this policy will also be disseminated to employees, volunteers, students and parents and posted on the School's website.

Investigation and Consequences for Violations

All complaints of sexual abuse or misconduct shall be investigated by the School. Such investigations shall occur within 30 days of the report.

Violations of this policy may be considered egregious and gross misconduct and form the basis for immediate termination without regard to the principles of progressive discipline. Employees found to be in violation of this policy may be disciplined, up to and including termination from employment. Volunteers found to be in

violation of this policy may be ineligible for continued/future volunteer services and may be removed from their volunteer role.

7-6. Outside Employment

If it is determined that an employee's outside work conflicts or interferes with performance, safety or the ability to meet the requirements of the School as they are modified from time to time, the employee may be asked to terminate outside employment if he desires to remain with the School.

Outside employment that constitutes a conflict of interest is prohibited. Full-time teachers are not permitted to have outside employment during school hours. Employees also may not receive any income or material gain from individuals outside the School for materials produced or services rendered while performing their jobs with the School.

7-7. Gifts and Favors

Employees should not solicit or accept a promise of future employment based on any gift, loan, gratuity, reward or anything else of monetary value that might appear to influence your judgment or create a conflict in the performance of your job.

You may accept occasional unsolicited courtesy gifts or favors (such as business lunches, tickets to sporting events or cultural events, holiday baskets, flowers, etc.) so long as the gifts or favors have a market value under $100, are customary in the industry, and do not influence or appear to influence your judgment or conduct. Contact your supervisor for guidance.

7-8. Ergonomics

The School is subject to California Occupational Safety and Health Administration (Cal/OSHA) ergonomic standards for minimizing workplace Repetitive Motion Injuries (RMIs). The School will take all steps to reduce exposure to ergonomic hazards by means of engineering controls, administrative controls and employee training. This School encourages safe and proper work procedures and requires that all employees follow safety instructions and guidelines.

The School believes that reducing ergonomic risk is a key factor in maintaining an environment of personal safety and well-being and is essential to our business. We are committed to providing appropriate resources to create a risk-free environment. If you have any questions about ergonomics, please contact your manager.

7-9. Email and Signature Blocks

Email Etiquette

- Use a clear, professional subject line
- Keep emails brief and concise
- Avoid all caps, exclamation points, and slang
- Do not overuse bold, underline, and italics
- Respond appropriately and timely (within 24 hours)
- Proofread every email you send

- Check your email multiple times a day
- Reply All - limit replies to those who need to know the information

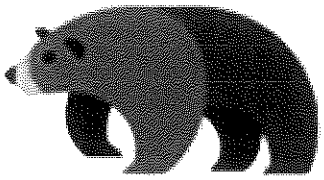
If you don't have an answer to a question within 24 hours, then you'll want to respond within the appropriate window of time, indicating that you're looking into it and will get back with an answer.

? It's important to present your email signature in a professional and unified manner, just as you would with your traditional printed business card. Employees will not include additional information, visuals (i.e., headshots , quotes, or memes), or custom fonts and colors in the signature block.

What to Include in Your Email Signature:

Logo, First and Last Name (bold), Position/Title, Company Address, Office Phone Number, E-mail address

Font: Calibri Size: 11 Color: Black



CALIFORNIA VIRTUAL ACADEMIES™

POWERED BY K12

Mike Cannon
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7-10. Customer Relations

One of our highest priorities is to help any customer or potential customer with outstanding service. In order to realize our commitment to excellent customer service, we expect you to:

- Provide courteous service in a prompt and efficient manner.
- Establish and maintain positive relationships with customers by gaining their trust and respect through professional, honest interaction.
- Handle complaints quickly and professionally; never argue with a customer. If you are unable to resolve the complaint to the customer's satisfaction, review the situation with your supervisor.
- Communicate with customers in a professional manner, whether in person, over the phone or via e-mail.

Always conduct yourself with professionalism and respect for others. Your conduct is a direct reflection on yourself and the organization.

7-11. Workplace Conduct

Insight endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense, and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the School's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing, or defacing Insight property or a co-worker's property, and/or disclosure of confidential information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. Violation of Insight's Drug and Alcohol-Free Workplace Policy.
6. Fighting, threatening, or disrupting the work of others or other violations of Insight's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness, or unexcused absences.
10. Gambling on School property.
11. Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.
12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of Insight's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of Insight policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and Insight reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The School will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, Insight will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate the employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

7-12. Workplace Conduct: Disciplinary Action Guidelines

Where appropriate, supervisors will follow a process of progressive employee discipline. Before or during application of any discipline, employees may be given an opportunity to relate their version of the incident or problem and provide an explanation. Examples of progressive employee discipline may include:

- Verbal Counseling - A conversation with an employee explaining that the employee's conduct or poor performance is unacceptable, and repeated or continued unacceptable conduct or performance will result in more severe disciplinary action. A record of the notice of the verbal counseling may be made and retained in the employee's personnel file.
- Written Counseling - A written document or memo that describes the unacceptable conduct or performance of the employee and specifies needed changes or improvements. A copy of the written counseling generally will be retained in the employee's personnel file.
- Termination - If an employee fails to follow acceptable conduct or performance standards, the company may terminate the employee's employment.

Depending on the specific circumstances, the company may suspend or terminate an employee without prior discipline, or without following a particular order of discipline. The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

7-13. Punctuality and Attendance

Employees are hired to perform important functions at Insight. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, attendance and punctuality are very important. Unnecessary absences and lateness are expensive and disruptive and place an unfair burden on fellow employees and supervisors. The School expects excellent attendance from all employees. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

The School does recognize, however, that there are times when absences and tardiness cannot be avoided. In such cases, employees are expected to notify supervisors as early as possible, but no later than the start of the workday. Asking another employee, friend, or relative to give this notice is improper and constitutes grounds for disciplinary action. Employees should call, stating the nature of the absence and its expected duration, every day of absenteeism.

If you are absent for three or more consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider, unless state or local law provides otherwise, before you will be permitted to return to work. Unreported absences of three (3) consecutive work days will generally be considered a voluntary resignation of employment with the School.

7-14. Use of Communications and Computer Systems

Insight's communication and computer systems are intended primarily for business purposes; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the Insight systems.

Insight may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when the School deems it appropriate to do so. The reasons for which the School may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during the employee's absence.

Further, Insight may review Internet usage to ensure that such use with School property, or communications sent via the Internet with School property, are appropriate. The reasons for which the School may review employees' use of the Internet with School property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during the employee's absence.

The School may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

The School's policies prohibiting harassment, in their entirety, apply to the use of School's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Further, since the School's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

California Virtual Academies intends to prevent computer viruses and unauthorized use of copyrighted materials belonging to entities other than the company. You should obtain prior approval before downloading any software. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the company, up to and including immediate termination or legal action by the copyright owner.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

7-15. Use of Social Media

Insight respects the right of any employee to maintain a blog or web page or to participate in a social networking on or through websites or services such as X (formerly Twitter), Facebook, Threads, LinkedIn, YouTube, Instagram, TikTok, SnapChat, or similar sites/services (collectively "social media"). However, to protect School interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not use social media during work time or at any time with School equipment or property.

All rules regarding confidential and proprietary business information apply in full to social media. Any information that cannot be disclosed through a conversation, a note, or an e-mail also cannot be disclosed through social media.

When using social media, if the employee mentions the School and also expresses either a political opinion or an opinion regarding the School's actions that could pose an actual or potential conflict of interest with the School, and it is either implicit or explicit that the poster is affiliated with the School, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is a personal opinion and not the School's position. This is necessary to preserve the School's goodwill in the marketplace.

Employees may not use the School's logos or trademarks for commercial purposes or to endorse any product or service.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through social media. For example, posted material that is discriminatory, obscene, defamatory, libelous, or violent is forbidden. School policies apply equally to employee social media usage.

Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

7-16. Use of Social Media: Guidelines

All employees are expected to follow these guidelines when using social media:

- Maintain the confidentiality of trade secrets and private, proprietary or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how and technology. Do not post internal reports, policies, procedures or other internal business-related confidential communications.
- Do not make any reference to the clients, partners or customers without their express written consent.
- You are not authorized to represent the School in online communications unless assigned as part of your responsibilities or given express permission in writing by an officer.
- Do not post things such as, discriminatory remarks, harassment and threats of violence, bullying, retaliation or similar inappropriate or unlawful conduct. The school's Equal Employment and Anti-Harassment policies apply to all social media communication.
- Do not use School's email addresses to register on social networks, blogs or other online tools utilized for personal use. The school requires all employees who participate in such activities to comply with all school guidelines and policies, including, but not limited to the Anti-Harassment policy.

California Virtual Academies encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

Nothing in this policy or in any other company guideline and/or policy is intended to prohibit any employee from receiving communication or engaging in activities that are protected by law. Examples include, but are not limited to, communications between employees related to wages, hours and other terms and conditions of employment.

7-17. Personal and Company-Provided Portable Communication Devices

Insight-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes, as permitted, the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may be subject to monitoring if sent through the School's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is a School-provided or personal device, employees must comply with applicable School guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a School-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If employees who use a personal PCD for business resign or are discharged, they will be required to submit the device to the IT department for resetting on or before their last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, School information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of School information. This is the only way currently possible to ensure that all School information is removed from the device at the time of termination. The removal of School information is crucial to ensure compliance with the School's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a School-issued device, the School's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting PCD (cell phone or personal digital assistant) use while driving. Further, even if usage is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while driving, and permitted by law, employees must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a cell phone while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

7-18. Inspections

To the maximum extent permitted by applicable law, Insight reserves the right to require employees while on School property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on School or client property, and work areas. This includes lockers, vehicles, desks, cabinets, work stations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to the School or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

7-19. Smoking

Smoking, including the use of e-cigarettes, is prohibited on School premises and in all School vehicles.

7-20. Personal Visits and Telephone Calls

Disruptions during work time can lead to errors and delays. Therefore, personal telephone calls must be kept to a minimum, and should only be made or received after working time, or during lunch or break time. No charged calls, other than company business calls, are to be made from company telephones. If it is absolutely necessary that you make a personal charged call from work, you must bill it to your personal credit card, home number or use your personal cell phone. Telephone records are subject to periodic review by management.

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow us to make modifications to the work schedule if necessary and will keep us aware of your availability during the day. Personal visits from friends and family members to the worksite are discouraged.

7-21. Solicitation and Distribution

To avoid distractions, solicitation by the employee of another employee is prohibited while either employee is on work time. "Work time" is defined as the time the employee is engaged, or should be engaged, in performing their work tasks for Insight. Solicitation of any kind by non-employees on School premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of the School is prohibited at all times. Distribution of literature by non-employees on School premises is prohibited at all times.

7-22. Confidential Company Information

During the course of work, employees may become aware of confidential information about Insight's business, including but not limited to information regarding School finances, pricing, products, and new product development, software, and computer programs, marketing strategies, suppliers, and customers and potential customers. Employees also may become aware of similar confidential information belonging to the School's clients. It is extremely important that all such information remain confidential, and particularly not be disclosed to Insight's competitors. Any employee who improperly copies, removes (whether physically or electronically), uses, or discloses confidential information to anyone outside of the School may be subject to disciplinary action up to and including termination. Employees may be required to sign an agreement reiterating these obligations.

This policy seeks to protect the Company's confidential business information. This policy does not intend to restrict any statutory right for employees to discuss their wages, hours, and other terms and conditions of employment for their mutual aid or protection.

7-23. Conflict of Interest and Business Ethics

It is Insight's policy that all employees avoid any conflict between their personal interests and those of the School. The purpose of this policy is to ensure that the School's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of the School.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

1. Holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the School, by any employee who is in a position to directly or indirectly influence either the School's decision to do business, or the terms upon which business would be done with such organization;
2. Holding any interest in an organization that competes with the School;
3. Being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with the School or which competes with the School; and/or
4. Profiting personally, e.g., through commissions, loans, expense reimbursements, or other payments, from any organization seeking to do business with the School.

A conflict of interest would also exist when a member of the employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, occasional business-related meals or promotional items of nominal or minor value.

It is the employee's responsibility to report any actual or potential conflict that may exist between the employee (and the employee's immediate family) and the School.

7-24. Use of Facilities, Equipment and Property, Including Intellectual Property

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Employees should notify their supervisor if any equipment, machines, or tools appear to be damaged, defective or in need of repair. Prompt reporting of loss, damages, defects and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. Supervisors can answer any questions about the employees' responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of the School's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, the School is not responsible for any damage to employees' personal belongings unless the employee's supervisor provided advance approval for the employee to bring the personal property to work.

When your employment ends, you are required to return all School property in clean and satisfactory condition. This includes but is not limited to all student records, curriculum, manuals and guides, documents, phones, computers, equipment, keys, and tools. We reserve the right to take any lawful action to recover and protect our property.

7-25. Health and Safety

The health and safety of employees and others on School property are of critical concern to Insight. The School intends to comply with all health and safety laws applicable to our business. To this end, the School must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to management immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the School's premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible should be brought to the attention of management immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. The School may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's supervisor or Human Resources as soon as possible, regardless of the severity of the injury or accident.

7-26. Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, Insight may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases, such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or discharged from employment, at the discretion of the School. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The School generally will attempt to identify other available positions, but if no alternate position is available, the School retains the right to decide which employee will remain with the School.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

7-27. Employee Dress and Personal Appearance

Employees are expected to report to work well groomed, clean, and dressed according to the requirements of their position. Some employees may be required to wear uniforms or safety equipment/clothing. Employees should contact their supervisor for specific information regarding acceptable attire for their position. If employees report to work dressed or groomed inappropriately, they may be prevented from working until they return to work well groomed and wearing the proper attire.

Some individuals may have sensitivity or allergic reactions to perfumes, colognes, powders and lotions. If you use these items, use them in moderation and with consideration for those around you.

The School will consider reasonable accommodation to appearance standards for medical and/or religious reasons. Contact your supervisor if you have a request for accommodation in this area.

7-28. Publicity/Statements to the Media

All media inquiries seeking the School's official position as to any issue of the School must be referred to the Head of School or the Human Resources Administrator. Only the Head of School or the Human Resources Administrator is authorized to make or approve public statements on behalf of the School. No employees, unless specifically designated by the Head of School or the Human Resources Administrator, are authorized to make those statements on behalf of the School. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the School must first obtain approval from the Head of School or the Human Resources Administrator.

7-29. Operation of Vehicles

All employees authorized to drive School-owned or leased vehicles or personal vehicles in conducting School business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

Employees must have a valid driver's license in their possession while operating a vehicle off or on School property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

Employees who use their own cars for school business shall be paid per mile allowance to cover the cost of gasoline, oil, depreciation, and insurance. Expenditures for parking and tolls may be claimed in addition to the mileage allowance. Claims for reimbursement must be approved by their Supervisor before they are submitted for payment.

Employees are expected to drive in a safe and responsible manner and to maintain a good driving record. Employees are expected to follow all state and local laws. In the event of an automobile accident, employees are expected to cooperate fully with the authorities. However, employees should make no voluntary statement other than in reply to questions from investigation officers. In the event of an automobile accident, employees are to take photos of the accident and forward them as soon as possible to Human Resources.

School-owned or leased vehicles may be used only as authorized by management.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employees are driving, and permitted by law, they must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

7-30. Business Expense Reimbursement

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the employee's Supervisor, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to Head of School along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact their Supervisor in advance if they have any questions about whether an expense will be reimbursed.

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 taxpayer 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 job duties and be directly incurred as a result of such duties. These expenses may include the following:

Classroom Supplies, materials, student incentives, etc. Items must be solely for the use of an employee in their required duties

Postage to mail items to students or School offices as required by school policies. Postage for any other reason must be pre-approved

Live Scan: Reimbursed for actual cost

Phone and Internet Expenses

Reimbursed up to a maximum dollar amount that can be found in the Business Expense Reimbursement Policy located in Sharepoint.

1. Phone expenses are limited to the employee's share of plan cost, taxes, and access.
2. Insurance plans, phone/equipment installment plans, overage fees and/or additional paid services associated with the phone line generally are not reimbursable expenses.

- 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.

Travel:

Only expenses incurred on behalf of the 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 business 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 a set dollar limit, when traveling more than 100 miles* (one-way) from the home office or when travel requires an overnight stay. See the Business Expense Reimbursement Policy for details.
- Alcoholic beverages are not reimbursable.

Hotel:

- Prior approval is required.
- 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 they have 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 of or other designee.

- Airline headsets
- Airline, auto or hotel memberships
- ATM fees
- Barbers and hairdressers
- Childcare
- 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 the Head of Schools or designee to have additional travel expenses approved.

7-31. References

The School will provide general information concerning the employee such as date of hire, date of discharge, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to HR@caliva.org.

Only the Human Resources Department may provide references.

7-32. If You Must Leave Us

Should the employees decide to leave the School, we ask that they provide a Supervisor with at least two (2) weeks advance notice of departure. Thoughtfulness will be appreciated. All School, property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, etc., must be returned at separation. Employees also must return all of the School's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay the School (through payroll deduction, if lawful) for any lost or damaged School property. As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

7-33. A Few Closing Words

This handbook is intended to give employees a broad summary of things they should know about Insight. The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, Insight, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Employees should not hesitate to speak to management if they have any questions about the School or its personnel policies and practices.

For employees covered by a Collective Bargaining Agreement (CBA), in areas where the Handbook and CBA conflict, the CBA governs.

8-1. Notification of Constructive Discharge

Any employee is encouraged to communicate to the School by contacting the Human Resources Administrator whenever the employee believes working conditions may become intolerable to the employee and may cause the employee to resign. Under Ariz. Rev. Stat. § 23-1502, the employee may be required to notify the School in writing that a working condition exists that the employee believes is intolerable, that will compel the employee to resign, or that constitutes a constructive discharge, if the employee wants to preserve the right to bring a claim against the School alleging that the working condition forced the employee to resign.

Under the law, the employee may be required to wait 15 calendar days after providing written notice before the employee may resign if the employee desires to preserve the right to bring a constructive discharge claim against the School. The employee may be entitled to a paid or unpaid leave of absence of up to 15 calendar days while waiting for the School to respond to the employee's written communication about the employee's working condition.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

8-2. Earned Paid Sick Time

Eligibility

The School provides earned paid sick time to employees who work in Arizona. For employees who work in Arizona who are eligible for sick time under the general Sick Days policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Sick Days policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing earned paid sick time pursuant to this policy at the start of employment. Eligible employees will accrue one (1) hour of earned paid sick time for every 30 hours worked, up to a maximum accrual of 24 hours each calendar year. Exempt employees are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case earned paid sick time accrues based upon that normal workweek. For purposes of this policy, the calendar year is the consecutive 12-month period beginning January 1 and ending on December 31.

Usage

Employees may use earned paid sick time on the 90th calendar day of employment. Earned paid sick time must be used in 1-hour increments. The employee may not use more than 24 hours of earned paid sick time in any calendar year.

Employees may use earned paid sick time for absences due to:

1. the employee's mental or physical illness, injury or health condition; the employee's need for medical

diagnosis, care, or treatment of a mental or physical illness, injury or health condition; the employee's need for preventive medical care;

2. care of a family member with a mental or physical illness, injury or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; care of a family member who needs preventive medical care;
3. closure of the employee's place of business by order of a public official due to a public health emergency or the employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or care for oneself or a family member when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or family member's presence in the community may jeopardize the health of others because of their exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease; or
4. a covered purpose relating to domestic violence, sexual violence, abuse or stalking to allow the employee to obtain (for himself or herself or for a family member) medical attention, services from a victims' organization, counseling, relocation and/or legal services.

For purposes of this policy, family member includes (regardless of age): a biological, adopted or foster child, stepchild or legal ward, a child of a domestic partner, a child to whom the employee stands in-loco-parentis or an individual to whom the employee stood in loco parentis when the individual was a minor; a biological, foster, stepparent or adoptive parent or legal guardian of the employee or the employee's spouse or domestic partner or a person who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child; spouse or domestic partner; a grandparent, grandchild or sibling (whether of a biological, foster, adoptive or step relationship) of the employee or the employee's spouse or domestic partner; or any other individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

The employee's use of earned paid sick time will not be conditioned upon searching for or finding a replacement worker.

The School will assume, subject to applicable law, that employees want to use available earned paid sick time for absences for reasons set forth above and employees will be paid for such absences to the extent they have earned paid sick time available.

Employees will be advised of their earned paid sick time balance information on their itemized wage statement.

Notice and Documentation

Employees are required to make a reasonable effort to schedule the use of earned paid sick time in a manner that does not unduly disrupt business operations. Requests to use earned paid sick time may be made orally, in writing or electronically (e.g., via email), and whenever possible, the request must include the expected duration of the employee's absence. When the use of earned paid sick time is foreseeable, the employee is required to make a good faith effort to provide notice of the need for such time to the Human Resources Administrator in advance of the use of the earned paid sick time. When the use of earned sick time is not foreseeable, the employee is required to provide notice to the Human Resources Administrator at least one (1) hour prior to the start of their workday or as soon as possible under the circumstances.

For earned paid sick time of three (3) or more consecutive work days, the School requires reasonable documentation that the earned paid sick time has been used for a covered purpose. For reason #1 and #2 above, documentation signed by a health-care professional indicating that earned paid sick time is necessary is

reasonable. For reason #4 above, any of the following types of documentation selected by the employee is reasonable:

- a police report indicating that the employee or the employee's family member was a victim of domestic violence, sexual violence, abuse or stalking;
- a protective order; injunction against harassment; a general court order; or other evidence from a court or prosecuting attorney that the employee or employee's family member appeared or is scheduled to appear, in court in connection with an incident of domestic violence, sexual violence, abuse or stalking;
- a signed statement from a domestic violence or sexual violence program or victim services organization affirming that the employee or employee's family member is receiving services related to domestic violence, sexual violence, abuse or stalking;
- a signed statement from a witness advocate affirming that the employee or employee's family member is receiving services from a victim services organization;
- a signed statement from an attorney, member of the clergy or a medical or other professional affirming that the employee or employee's family member is a victim of domestic violence, sexual violence, abuse or stalking; or
- the employee's written statement affirming that the employee or the employee's family member is a victim of domestic violence, sexual violence, abuse or stalking, and that the earned paid sick time was taken for one of the purposes described above.

Documentation provided to the School should not explain the nature of the employee's or a family member's health condition or the details of the domestic violence, sexual violence, abuse or stalking.

Payment

Earned paid sick time will be paid at the same hourly rate the employee earns from their employment at the time the employee uses such time, but no less than the applicable minimum wage, unless otherwise required by applicable law. Use of earned paid sick time is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

The employee may carry over up to 24 hours of accrued, unused earned paid sick time to the following calendar year. Unused earned paid sick time will not be paid at separation.

Enforcement & Retaliation

Retaliation against the employee who requests or uses earned paid sick time is prohibited. The employee has the right to file a complaint if earned paid sick time as required by law is denied by an employer or if the employee is subjected to retaliation for requesting or taking earned paid sick time. The Arizona Industrial Commission's contact information is as follows: 800 W. Washington Street, Phoenix, AZ 85007 / 602-542-4515 / www.azica.gov.

Questions about rights and responsibilities under the law can be answered by the Human Resources Administrator.

8-3. Arizona- Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a primary or general election, employees may take off working time to vote. Sufficient time is considered to be three (3) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify which hours the employee may be absent.

8-4. Time Off for Crime Victims

Employees may take unpaid time off to be present at criminal proceedings if they work for an employer with 50 or more employees for each day during 20 or more calendar weeks in the current or preceding year and are:

- a victim of the crime at issue in the proceedings; or
- the spouse, parent, child, sibling, grandparent, second-degree relative, or other lawful representative of a victim that was killed or incapacitated.

Before an employee may leave work, the employee is required to provide Insight with proper documentation (for example, a copy of the law enforcement agency form provided to the employee or a court order the employee is subject to). Additionally, if applicable, the employee must provide Insight with a copy of the notice of each scheduled proceeding from the applicable agency.

Insight may limit an employee's leave if it creates an undue hardship.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy. No employee will be terminated or otherwise subject to discrimination for taking leave under this policy.

9-1. Equal Employment Opportunity

Insight is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, color, religious creed, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and related medical conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, protected medical condition as defined by applicable state or local law (such as cancer), reproductive health decision making, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. Insight's management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, access to facilities and programs, and general treatment during employment.

The School will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's: physical or mental disability; sincerely held religious beliefs and practices; needs as a victim of domestic violence, sex offenses, or stalking; needs related to pregnancy, childbirth, or related medical conditions; and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the School's business operations. Any applicant or employee who needs an accommodation to perform the essential functions of the job should contact Human Resources to request such an accommodation. The individual should specify what accommodation is needed to perform the job and submit supporting documentation explaining the basis for the requested accommodation, to the extent permitted and in accordance with applicable law. The School will review and analyze the request, including engaging in an interactive process with the employee or applicant, to identify if such an accommodation can be made. The School will evaluate requested accommodations, and as appropriate identify other possible accommodations, if any. The individual will be notified of the School's decision within a reasonable period. The School treats all medical information submitted as part of the accommodation process in a confidential manner.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of Human Resources. The School will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. If employees feel they have been subjected to any such retaliation, they should contact Human Resources. To ensure our workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge. All employees must cooperate with all investigations conducted pursuant to this policy.

9-2. Discrimination, Harassment, and Retaliation Prevention

Insight does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or third party based on actual or perceived race, color, creed, religion, age, sex or gender (including pregnancy, childbirth, and related medical conditions), sexual orientation, gender identity, or gender expression (including transgender status), national origin, ancestry, marital status, protected medical condition as defined by state law (including cancer or genetic characteristics), physical or mental disability, military and veteran status, reproductive health decision making, genetic information, or any other characteristic protected by applicable

federal, state, or local laws and ordinances. Further, the School prohibits discrimination, harassment, and retaliation on the basis of any combination of protected characteristics. The School is committed to a workplace free of discrimination, harassment, and retaliation.

Our management team is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, an offensive, or a hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion toward an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature. Sexual harassment includes unwelcome or unwanted conduct that is either of a sexual nature or directed at an individual because of that individual's sex when:

- Submission to that conduct or to those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;
9. Unwelcome or unwanted sexually related comments;
10. Conversation about one's own or someone else's sex life;

11. Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
- Express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; and
- Denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, a coworker, a client, a customer, a vendor, or another third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If the employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of the Head of School. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed, the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, the Human Resources Administrator should be contacted immediately. (Phone numbers are available through the School directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy or the Equal Employment Opportunity Policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy or our Equal Employment Opportunity Policy must immediately report the issues raised to the Head of School.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or the Equal Employment Opportunity policy. To the extent possible, the School will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the School generally will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. Upon completion of the investigation, the School shall determine whether this policy has been violated based on its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include,

but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline up to and including termination.

Training

All Employees are required to undergo harassment prevention training as required by applicable law. For more information about this training requirement, visit https://calcivilrights.ca.gov/shptfaq-employee/.

Retaliation Prohibited

In addition to being a violation of this policy, harassment, discrimination, or retaliation also can be against the law. Employees who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Remember, the School cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct they believe violates this policy.

9-3. Working Hours and Schedule

Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of the business, at some point California Virtual Academies may need to change individual work schedules on either a short-term or long-term basis.

Normal operating hours for California Virtual Academy are from 8:00 am to 4:30 pm, Monday through Friday. Certificated staff normally work from 8:30 am - 4:00 pm, Monday through Friday. These hours may vary depending upon your position and work requirements. If applicable, your supervisor will provide directions for lunch and rest breaks in order to facilitate the smooth flow of business and to maintain an adequate number of staff. Give your supervisor as much advance notice as possible for any schedule changes.

Rest Breaks

Non-exempt employees who work three-and-one-half (3.5) or more hours per day are authorized and permitted one (1) 10-minute rest break for every four (4) hours or major fraction thereof worked. For purposes of this policy, "major fraction" means any time greater than two (2) hours. For example, if employees work more than six (6) hours, but no more than 10 hours in a workday, they are authorized and permitted to take two (2) 10-minute rest breaks: one (1) during the first half of a shift and a second rest break during the second half of the shift. If employees work more than 10 hours but no more than 14 hours in a day, they are authorized and permitted to take three (3) 10-minute rest breaks, and so on.

Rest breaks should be taken as close to the middle of each work period of four (4) hours or major fraction thereof as is practical. Employees do not need to obtain their supervisor's approval or notify their supervisor when taking a rest break. Employees are encouraged to take their rest breaks; they are not expected to and should not work during their rest breaks. Non-exempt employees are paid for all rest break periods and do not need to clock out when taking a rest break.

Rest breaks may not be combined with another rest break or with the meal period. In addition, rest breaks may not be taken at the beginning or end of the work day to arrive late or leave early. Each rest break must be a separate break, meeting the requirements described above. If any work is performed during a rest break, or if the rest break is interrupted for any work-related reason, the employee is entitled to another uninterrupted paid

rest break.

Insight also provides cool down rest and recovery periods as needed to prevent heat illness as required by law for employees who perform work: (1) outdoors when temperatures are 80 degrees or higher or (2) indoors where temperatures are 82 degrees or higher.

Meal Periods

Employees who work more than five (5) hours in a workday are provided an unpaid, off-duty meal period of at least 30 minutes. Employees are responsible for scheduling their own meal periods, but they should confirm them with their supervisor. Meal periods must begin no later than the end of the fifth hour of work. For example, the employee who begins working at 8:00 a.m. must begin the meal period no later than 12:59 p.m. When scheduling a meal period, employees should try to anticipate workflow and deadlines.

Employees who work more than 10 hours in a day are entitled to a second unpaid, off-duty 30-minute meal period. Employees entitled to a second meal period should schedule their second meal period so it begins no later than before the end of their tenth hour of work, meaning the meal period should begin after working no more than nine (9) hours, 59 minutes.

During meal periods, employees are relieved of all duty and should not work during this time. When taking a meal period, employees should completely stop working for at least 30 minutes. Employees are prohibited from working "off the clock" during their meal period.

Those employees who use a time clock must clock out for their meal periods. These employees are expected to clock back in and promptly return to work at the end of any meal period. Those employees who record their time manually must accurately record their meal periods by recording the beginning and end of each work period. Unless otherwise directed by a supervisor in writing, employees do not need to obtain a supervisor's approval or notify a supervisor when taking a meal period. Employees are to immediately notify the Human Resources Administrator if they believe that they are prevented by the nature of their work from taking a timely and/or complete meal period.

Meal Period Waiver

If no more than six (6) hours of work will complete the day's work, employees may voluntarily waive the meal period in writing. Employees should see the Human Resources Administrator to obtain this waiver form. If the employee works no more than twelve (12) hours, the employee can waive the second meal period, but only if the first meal period was received and not waived in any manner. Any waiver of the second meal period must be in writing and submitted before the second meal period. Employees should see the Human Resources Administrator to obtain this waiver form. Employees who work more than 12 hours may not waive, and should take, their second unpaid, off-duty, and uninterrupted 30-minute meal period.

No Working During Rest Breaks and Meal Periods

Employees are completely relieved of all work duties and responsibilities during their rest breaks and meal periods. All rest breaks and meal periods must be taken outside the work area, such as in a break room. Employees may leave the premises during rest breaks and meal periods. Employees should not visit or socialize with employees who are working while they are taking a rest break or meal period. Employees, including those in a sensitive position like security or information technology, are not expected to remain "on call" or available to respond to messages, monitor radios, telephones, email, or other devices during meal periods and rest breaks.

Employees are required to immediately notify the Human Resources Administrator if they believe they are being pressured or coerced by any manager, supervisor or other employee to not take any portion of a provided

rest break or meal period.

9-4. San Francisco Family Friendly Workplace Policy

Under the San Francisco Family Friendly Workplace Ordinance, San Francisco employees who regularly work at least eight (8) hours per week and have been employed for six (6) months or more may request, in writing, a flexible or predictable working arrangement to assist with caregiving responsibilities for:

- a child or children under the age of 18;
- a person or persons with a serious health condition in a family relationship with the employee; or
- a person age 65 or older in a family relationship with the employee.

A "family relationship" means a relationship in which a caregiver is related by blood, legal custody, marriage or domestic partnerships to another person as a spouse, domestic partner, child, parent, sibling, grandchild or grandparent.

"Flexible working arrangement" means a change in the employee's terms and conditions of employment that provides flexibility to assist with caregiving responsibilities. A flexible working arrangement may include but is not limited to:

- a modified work schedule;
- changes in start and/or end times for work;
- part-time employment;
- job-sharing arrangements;
- working from home;
- telecommuting;
- reduction or change in work duties; or
- part-year employment.

"Predictable working arrangement" means a change in the employee's terms and conditions of employment that provides scheduling predictability to assist that employee with caregiving responsibilities.

Employees who wish to request flexible or predictable working arrangements should contact the Human Resources Administrator to obtain the necessary form to submit the request in writing.

Within 14 days of the employee's request, the School will meet with the employee regarding the request. Within 21 days of the employee's request, the School will issue a written response either granting or denying the request. If the School denies the request, the written response to the employee will explain the basis for denial and invite the employee to engage in an interactive process meeting for the purpose of attempting, in good faith, to determine a flexible or predictable working arrangement that is acceptable to both the employee and the School. Any notice denying an employee request for a flexible or predictable working arrangement will advise the employee of the right to request reconsideration and include a copy of the San Francisco posting about the San Francisco Family Friendly Workplace Ordinance.

If it is later determined that a flexible or a predictable working arrangement that was previously granted is causing an undue hardship, the School will invite the employee to engage in an interactive process. If this interactive process is unsuccessful in determining a different flexible or predictable working arrangement, the School may revoke any existing arrangement with 14-days written notice.

9-5. Overtime

When Insight experiences periods of extremely high activity, additional work may be required. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations.

Non-exempt employees generally will be paid overtime at the rate of time and one-half (1.5) times their regular rate of pay for all hours worked in excess of eight (8) hours in one (1) day or 40 hours in one (1) week, or for the first eight (8) hours on the seventh (7^{th}) consecutive day in the same workweek.

Non-exempt employees generally will be paid double-time for hours worked in excess of 12 in any workday or in excess of eight (8) on the seventh (7^{th}) day of the workweek.

Employees may work overtime only with management authorization.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

9-6. Safe Harbor Policy for Exempt Employees

It is School policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure employees are paid properly and no improper deductions are made, employees must review their pay stubs promptly to identify and to report all errors.

If the employee believes a mistake has occurred or if the employee has any questions, the employee should use the reporting procedure outlined below.

Exempt salaried employees receive a salary which is intended to compensate for all hours worked for the School. This salary will be established at the time of hire or when the employee becomes classified as an exempt employee. While it may be subject to review and modification from time-to-time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under state law, salary is subject to certain deductions. For example, the employee's salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability, if the available paid sick leave has been exhausted;
- intermittent absences, including partial-day absences, covered by the federal Family and Medical Leave Act, if other available paid leave has been exhausted;
- to offset amounts received as payment for jury and witness fees or military pay;
- during the first or last week of employment in the event the employee works less than a full week; and
- any work week in which the employee performs no work for the School.

Salary also may be reduced for certain types of deductions, such as the employee portion of health, dental or life insurance premiums; state, federal or local taxes, social security; or, voluntary contributions to a 401(k) or pension plan.

In any workweek in which the employee performed any work, the employee's salary will not be reduced for

any of the following reasons:

- partial-day absences for personal reasons, sickness or disability;
- absence on a holiday when the facility is closed or because the facility is otherwise closed on a scheduled workday;
- absences for jury duty, attendance as a witness or military leave in any week in which the employee has performed any work; and
- any other deductions prohibited by state or federal law.

If employees believe they have been subject to any improper deductions, they should immediately report the matter to their supervisor. If the supervisor is unavailable or if employees believe it would be inappropriate to contact that person (or if they have not received a prompt and fully acceptable reply), they should immediately contact the Payroll Manager or any other supervisor in the School with whom the employee feels comfortable. If employees are unsure of whom to contact if they have not received a satisfactory response within five (5) business days after reporting the incident, they should immediately contact the Head of Human Resources, California Virtual Academies 50 Moreland Road Simi Valley, California 93065, (805) 581-0202.

Every report will be fully investigated and corrective action will be taken where appropriate, up to and including termination for any employee who violates this policy. In addition, the School will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including termination.

9-7. Sick and Safe Time

Eligibility

Pursuant to the Healthy Workplaces, Healthy Families Act, the School provides paid sick leave to employees who work for Insight in California for 30 or more days within a year. For employees who work in California who are eligible for sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave will accumulate at the rate of one (1) hour for every 30 hours worked, up to a total maximum accrual of ten (10) days or 80 hours. Employees who are exempt from overtime pursuant to the executive, administrative, and professional exemptions under California law are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case paid sick leave accrues based upon that normal workweek. For purposes of this policy, the year is the consecutive 12-month period beginning January 1 and ending December 31.

Usage

Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in minimum increments of two (2) hours. Employees may use up to five (5) days or 40 hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member; or
2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;

- In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
- In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Human Resources Administrator may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable.

Payment

Eligible employees will receive payment for paid sick leave at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued paid sick leave carries over from year to year, but is subject to the accrual cap of 10 days or 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used.

Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against any employee who requests paid sick days or uses paid sick days or both is prohibited and employees may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against any employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-8. Berkeley Sick and Safe Time (including the HWHFA)

Eligibility

The School provides paid sick leave to employees who perform at least two (2) hours of work in the City of Berkeley in a calendar week. For employees who work in Berkeley who are eligible for sick time under the general Sick Days policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Sick Days policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave accrues at the rate of one

(1) hour for every 30 hours worked, up to a maximum accrual of 80 hours at any time. Employees who are exempt from overtime pursuant to the California executive, administrative, and professional exemptions are assumed to work a 40-hour workweek unless their normal workweek is less than 40 hours, in which case, paid sick leave accrues based upon that regular workweek. For purposes of this policy, the calendar year is the consecutive 12-month period beginning January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave on the 90th day of employment. Paid sick leave must be used in a minimum increment of two (2) hours.

Paid sick leave may be used for the following reasons:

1. When the employees are physically or mentally unable to perform their duties due to illness, injury, pregnancy, or a related medical condition;
2. To obtain a professional diagnosis or treatment of the employee's medical condition or undergo a physical examination;
3. To aid or care for a family member or designated person who is ill, injured, or receiving medical care, treatment, or diagnosis; or
4. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, "family member" means child (including a child of a domestic partner and a child

of a person standing in loco parentis), parent, legal guardian or ward, sibling, grandparent, grandchild, spouse, or registered domestic partner under any state or local law, or a designated person. These relationships include not only biological relationships but also relationships resulting from adoption, step-relationships, and foster care relationships. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises otherwise, the School will assume, subject to applicable law, that employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Employees are required to provide reasonable notification of an absence taken under this policy. In the case of foreseeable absences, the School requests reasonable advance notification, and what is reasonable will generally depend on the specific situation. In the case of unforeseeable absences, the employee must provide notice of the need for the leave as soon as practicable. The School may also take reasonable measures to verify that employees' use of paid sick leave is lawful, to the maximum extent permitted by applicable law.

Payment

Eligible employees will receive payment for paid sick leave, at the same rate of pay as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken, and in no event will the rate of pay be less than the Berkeley or California minimum wage, whichever is higher. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued paid sick leave carries over from year to year but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used. Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests paid sick days or uses paid sick days, or both, is prohibited, and employees may file a complaint with the California Labor Commissioner or the City of

Berkeley against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-9. Emeryville Sick and Safe Time for Non-Exempt Employees (including the HWHFA)

Eligibility

The School provides paid sick leave to non-exempt employees who perform at least two (2) hours of work per week in Emeryville. For non-exempt employees who work in Emeryville who are eligible for sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Exempt employees should refer to the California: Sick and Safe Time policy.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave will accumulate at the rate of one (1) hour for every 30 hours worked, up to a maximum accrual of 80 hours. For purposes of this policy, the year is the consecutive 12-month period beginning on January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in a minimum increment of two (2) hours. The employee may use up to 48 hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member;
2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling

children in a new school or childcare;

h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

3. To aid or care for a guide dog, signal dog, or service dog (as those terms are defined under applicable state law) of the employee or the employee's family member.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling; or designated person. Employees are limited to selecting one (1) designated person per 12- month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Human Resources Administrator may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification by phone or email. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable. In the case of unforeseeable absences, the School generally requests advanced notification of at least two (2) hours prior to the start of the employee's shift or, if such notice is not possible, as soon as practicable. The School may also take reasonable measures to verify that employees' use of paid sick leave is

lawful, to the maximum extent permitted by applicable law.

Payment

Eligible employees will receive payment for paid sick leave, at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued, unused paid sick leave carries over from year to year but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used.

Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests paid sick days or uses paid sick days or both, is prohibited and employees may file a complaint with the Labor Commissioner or the City of Emeryville against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-10. Los Angeles Sick and Safe Time for Non-Exempt Employees (including the HWHFA)

Eligibility

The School provides paid sick leave to non-exempt employees who work in the City of Los Angeles for the School for 30 days or more within a year from the commencement of employment and who, in a particular week, perform at least two (2) hours of work per week for the School in the City of Los Angeles. For non-exempt employees who work in the City of Los Angeles who are eligible for paid sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Exempt employees should refer to the California: Sick and Safe Time policy.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave accrues at the rate of one (1) hour for every 30 hours worked, up to a maximum accrual of 80 hours. For purposes of this policy, the year is the consecutive 12-month period beginning on January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave on the 90th day of employment. Paid sick leave must be used in a minimum increment of two (2) hours. Employees cannot use more than 48 hours of paid sick leave per year.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or the employee's family member; or

2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, "family member" means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling; designated person; or any individual related by blood or affinity whose close association with the employee is equivalent of a family relationship. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon

with respect to another individual; or
- In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume, subject to applicable law, that employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Human Resources Administrator may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable. In the case of unforeseeable absences, the School generally requests advanced notification of at least two (2) hours prior to the start of the employee's shift or, if such notice is not possible, as soon as practicable. The School may also take reasonable measures to verify that employees' use of paid sick leave is lawful, to the maximum extent permitted by applicable law.

Payment

Eligible employees will receive payment for paid sick leave, at the same rate of pay they normally earn during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken, and in no event will the rate of pay be less than the Los Angeles or California minimum wage, whichever is higher.

Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Unused paid sick leave carries over from year to year but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used. Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests paid sick leave or uses paid sick leave, or both, is prohibited, and employees may file a complaint with the California Labor Commissioner or the appropriate city designated administrative agency against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-11. San Diego Sick and Safe Time for Non-Exempt Employees (including the HWHFA)

Eligibility

The School provides earned sick leave to non-exempt employees who, in one (1) or more calendar weeks of the year, perform at least two (2) hours of work for the School in the City of San Diego. For non-exempt employees who work in San Diego who are eligible for sick time under another policy and/or any other

applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Exempt employees should refer to the California: Sick and Safe Time policy.

Employees begin accruing earned sick leave at the start of employment. Earned sick leave accrues at the rate of one (1) hour for every 30 hours worked, subject to a maximum accrual of 80 hours. For purposes of this policy, the year is the consecutive 12-month period beginning on January 1 and ending on December 31.

Usage

Employees can use accrued earned sick leave on the 90th calendar day of employment. Earned sick leave must be used in a minimum increment of two (2) hours. Employees cannot use more than 40 hours of earned sick leave in any year.

Earned sick leave may be used for the following reasons:

1. When the employees are physically or mentally unable to perform their duties due to illness, injury, pregnancy or another medical condition;
2. To obtain a physical examination or a professional diagnosis or treatment of the employee's medical condition;
3. To aid, assist, or care for a family member with an illness, injury, or medical condition, including assistance in obtaining professional diagnosis or treatment of a medical condition;
4. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is

necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

The employee's place of business is closed by order of a public official due to a public health emergency, or the employee is providing care or assistance to a child, whose school or childcare provider is closed by order of a public official due to a public health emergency.

For purposes of this policy, family member means a child (a biological, adopted, or foster child; a stepchild; a legal ward; a child of a domestic partner; or a child of the employee standing in loco parentis); spouse (a person to whom the employee is legally married under California laws or the employee's domestic partner); parent (a biological, foster, or adoptive parent; a step-parent; a legal guardian; or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling (a brother or sister, whether related through half blood, whole blood, or adoption or one who is a stepsibling); the child or parent of a spouse; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume, subject to applicable law, that employees want to use available earned sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have earned sick leave available.

Employees will be notified of their available earned sick leave on each itemized wage statement.

Notice and Documentation

Employees are required to provide reasonable notification of an absence taken under this policy. In the case of foreseeable absences, the School requires reasonable advance notification. In the case of unforeseeable absences, the School requires notice of the need to use earned sick leave as soon as practicable. To the maximum extent permitted by applicable law, the School may request documentation for the use of earned sick leave of more than three (3) consecutive work days. Acceptable documentation includes documentation signed by a licensed health care provider indicating the need for the amount of earned sick leave taken.

Payment

Eligible employees will receive payment for earned sick leave, at the same rate of pay as the employee normally earns during regular work hours, by the next regular payroll period after the leave was taken, and in no event will the rate of pay be less than the San Diego or California minimum wage, whichever is higher. Use

of earned sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued, unused earned sick leave carries over from year to year, but is subject to a maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, earned sick leave will stop accruing until some earned sick leave is used.

Accrued but unused earned sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests earned sick days or uses earned sick days, or both, is prohibited, and employees may file a complaint with the California Labor Commissioner or the San Diego Enforcement Office or a court of competent jurisdiction against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-12. San Francisco Sick and Safe Time (including the HWHFA)

Eligibility

The School provides paid sick leave to employees who perform 56 or more hours of work within a calendar year in the City and County of San Francisco. For employees who work in the City and County of San Francisco who are eligible for sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave accrues at the rate of one (1) hour for every 30 hours worked, up to a total maximum accrual of 80 hours at any time. Employees who are exempt from overtime pursuant to the California executive, administrative, and professional exemptions are assumed to work a 40-hour workweek unless their regular workweek is less than 40 hours, in which case, paid sick leave accrues based upon that regular workweek. For purposes of this policy, the calendar year is the consecutive 12-month period beginning January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave must be used in a minimum increment of one (1) hour.

Paid sick leave may be used for the following reasons:

1. For the employee or a family member to receive preventative care (such as annual physicals or flu shots);
2. For the employee's or a family member's illness, injury, or for medical care, treatment, or diagnosis;
3. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;

b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

4. For purposes related to donating the employee's bone marrow or an organ to another person, or to care for or assist a family member donating bone marrow or an organ.

For purposes of this policy, family member includes any of the following: parent, child (including a biological child, a registered domestic partner's child, and a child of a person standing in loco parentis), spouse or registered domestic partner, grandparent, grandchild, sibling, or a designated person and applies not only to biological relationships, but also applies to those resulting from adoption, step-relationships, and foster care relationships. Employees are limited to selecting one (1) designated person per 12- month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:
    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume employees want to use available paid sick leave for absences due to reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. In most cases, "reasonable" generally means notifying the Human Resources Administrator three (3) days in advance of the foreseeable absence. If the need for paid sick leave is unforeseeable, the employee must provide notice as soon as practicable. In most cases, "as soon as practicable" generally means notifying the Human Resources Administrator at least two (2) hours prior to the start of a work shift, if possible. In cases of accidents or sudden illnesses when the employee is not able to provide such notice under the circumstances, notice should be provided as soon as possible.

To the maximum extent permitted by applicable law, employees who are absent from work on paid sick leave for more than three (3) consecutive work days or 24 hours, whichever is greater, must present a certificate from their medical practitioner stating the leave was necessitated by an illness or injury, releasing their return to work and setting forth any restrictions or limitations on the ability to perform the job. Similarly, when the employee uses paid sick leave for more than three (3) consecutive workdays or 24 hours, whichever is greater, to care for a family member, the employee also must present a certificate from that person's medical practitioner stating leave was necessitated by that person's illness.

Payment

Eligible employees will receive payment for paid sick leave at the same rate of pay as the employee normally earns during regular work hours by the next regular payroll period after the leave was taken and in no event will the rate of pay be less than the San Francisco or California minimum wage, whichever is higher. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued paid sick leave carries over from year to year but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used. Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

The School prohibits discrimination and retaliation against employees who assert their rights to receive and use paid sick leave under this policy, file a complaint, or allege a violation of their rights with respect to paid sick leave, cooperate in an investigation or prosecution or oppose a policy of practice prohibited by applicable state or local law. Employees may file a complaint with the California Labor Commissioner or the San Francisco Office of Labor Standards Enforcement.

Questions

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-13. Santa Monica Sick and Safe Time for Non-Exempt Employees (including the HWHFA)

Eligibility

The School provides paid sick leave to eligible non-exempt employees who, in a particular week, perform at least two (2) hours of work per week for the School in the City of Santa Monica.

For non-exempt employees who work in the City of Santa Monica who are eligible for paid sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Exempt employees should refer to the California: Sick and Safe Time policy.

Accrual

Eligible employees begin accruing paid sick leave at the start of employment. Paid sick leave accrues at the rate of one (1) hour for every 30 hours worked, up to a maximum accrual of 80 hours. For purposes of this policy, the year is the consecutive 12-month period beginning on January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave on the 90th day of employment. Paid sick leave must be used in a minimum increment of two (2) hours.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or the employee's family member; or
2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;

i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, "family member" means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive or foster parent, stepparent or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; a sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to use paid sick leave should be provided to the Human Resources Administrator orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable. To the maximum extent permitted by applicable law, the School may require the employee to provide reasonable documentation of an absence from work for which paid sick leave was used for more than three (3) consecutive days.

Payment

Eligible employees will receive payment for paid sick leave, at the same rate of pay as the employee normally earns during regular work hours, by the next regular payroll period after the leave was taken, and in no event will the rate of pay be less than the Santa Monica or California minimum wage, whichever is higher. Use of

paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued, unused paid sick leave carries over from year to year, but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used.

Accrued, unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests paid sick leave or uses paid sick leave, or both, is prohibited, and employees may file a complaint with the California Labor Commissioner or the appropriate City designated administrative agency against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-14. Lactation Breaks

Insight supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time for employees who wish to express breast milk for their infant child each time the employee has a need to express milk, in accordance with applicable local, state, and federal law. If possible, the break time must run concurrently with rest and meal periods already provided. If break time cannot run concurrently with rest and meal periods, it will be unpaid, to the extent permitted by applicable law.

The School will provide breastfeeding employees with space, in close proximity to their work area, that is shielded from view and free from intrusion from co-workers and the public. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who need a lactation accommodation should submit a request for possible accommodation to the Human Resources Administrator. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall engage in an interactive process to determine the appropriate accommodations.

California law expressly prohibits discrimination or retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees have the right to file a complaint with the Labor Commissioner for any violation of the rights underlying this policy.

Employees can consult the Human Resources Administrator with questions regarding this policy.

9-15. San Francisco Lactation Breaks

Insight supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time to accommodate the employee desiring to express breast milk for the employee's infant child each time the employee has need to express milk, to the extent required by and in accordance with applicable local, state and federal law. If possible, the break time must run concurrently with rest and meal periods already provided to the employee. Break time that cannot run concurrently with rest and meal periods already provided to the employee is unpaid, to the extent permitted by applicable law.

The School will provide breastfeeding employees with space to express breast milk. The space will be in close proximity to the employee's work area, will be shielded from view and will be free from intrusion from co-workers and the public. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who believe they need a lactation accommodation should submit a request for possible accommodation via email to the Human Resources Administrator. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall work together to determine the appropriate accommodations.

The San Francisco Lactation in the Workplace Ordinance and California law expressly prohibit retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees can contact the Human Resources Administrator with questions about this policy.

9-16. Workers' Compensation

On-the-job injuries are covered by Insight's Workers' Compensation Insurance Policy, which is provided at no cost to employees. If injured on the job, no matter how slightly, employees should report the incident immediately to their supervisor. Failure to follow School procedures may affect one's ability to receive Workers' Compensation benefits.

Any leave of absence due to a workplace injury runs concurrently with all other School leaves of absence. Reinstatement from leave is guaranteed only if required by law. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

9-17. Private Employer Witness Leave

Employees who are subpoenaed or otherwise required by law to appear in court as witnesses in any judicial proceeding will not face discharge, discrimination, or retaliation for taking time off to comply with these obligations.

Employees may use vacation, personal leave, paid sick leave, or other paid time off to cover any period of absence under this policy.

Employees must notify their supervisor as soon as possible upon receiving a subpoena or court order and provide reasonable advance notice of their intention to take time off, unless providing such notice is not feasible. When an unscheduled absence occurs, the School will not take any adverse action against employees if, within a reasonable time after the absence, they provide supporting certification upon the School's request.

This policy does not create a right for employees to take unpaid leave that exceeds the unpaid leave time that is allowed under, or is in addition to, the unpaid leave time permitted by the 12 weeks provided under the federal Family and Medical Leave Act.

9-18. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off sufficient working time to vote. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed a maximum of two (2) hours of voting leave on Election Day without loss of pay. Where possible, supervisors should be notified of the need for leave at least two (2) working days prior to the Election Day.

9-19. Statutory Short-Term Disability Benefits

Insight also provides statutory short-term disability insurance.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

9-20. Paid Family Leave Benefits

Employees may be eligible to receive benefits through the California Paid Family Leave (PFL) program, which is administered by the Employment Development Department (EDD), when they take leave to:

- Care for a child, spouse, parent, grandparent, grandchild, sibling, parent-in-law, or registered domestic partner with a serious health condition;
- Bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption; or
- Participate in a qualifying exigency related to the covered active duty or call to covered active duty of the employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States.

These benefits are financed solely through employee contributions to the PFL program. That program is solely responsible for determining if the employee is eligible for such benefits.

If employees need to take time off work for any of the reasons set forth above, they must advise Insight, and they will be given information about the EDD's PFL program and how to apply for benefits. Employees also may contact their local EDD Office for further information. Employees should maintain regular contact with the School during the time off work so the School may monitor the employee's return-to-work status. In addition, the employee should contact the School when ready to return to work so the School may determine what positions, if any, are open.

Employees taking time off work for any of the reasons set forth above are not guaranteed job reinstatement unless they qualify for such reinstatement under federal or state family and medical leave laws.

Any time off for Paid Family Leave purposes will run concurrently with other leaves of absence, such as Family and Medical Leave/California Family Rights Act Leave, if applicable. Please see the "Family and Medical Leave/California Family Rights Act" policies in this handbook for eligibility requirements, if applicable.

9-21. San Francisco Paid Parental Leave Benefits

In accordance with the San Francisco Paid Parental Leave Ordinance, Insight provides partial wage replacement benefits (Supplemental Compensation) to eligible employees who are on an approved leave of absence to bond with a new child through birth, adoption, or foster care placement. Eligible employees may receive up to eight (8) weeks of Supplemental Compensation in a 12-month period.

Eligible Employees

To be eligible to receive benefits under this policy, employees must meet **all** the following criteria:

1. Be absent from work due to an approved leave of absence for the purpose of bonding with a new child during the first year after birth of the child or placement of the child with the employee through foster care or adoption;
2. Have worked at least 180 calendar days for the School before beginning any parental leave;
3. Perform at least eight (8) hours of work per week for the School within the geographic boundaries of the City and County of San Francisco;
4. Perform at least 40 percent of their total weekly hours within the geographic boundaries of the City and County of San Francisco;
5. Be receiving wage replacement benefits from the State of California's Paid Family Leave (PFL) program for the purpose of bonding with a new child;
6. Agree to allow the School to deduct up to two (2) weeks of accrued PTO from the employee's leave bank to offset the cost of any Supplemental Compensation benefits, as allowed under the ordinance; and
7. Comply with the procedures for requesting Supplemental Compensation benefits described below.

Employees who ***do not*** meet all the above criteria are not eligible to receive Supplemental Compensation under this policy but may still be eligible for benefits in accordance with the State of California PFL program.

Supplemental Compensation Benefit

The weekly Supplemental Compensation benefit is calculated based on the employee's wages and will be calculated in accordance with the San Francisco Paid Parental Leave Ordinance. Unless otherwise provided by

law, the employee's weekly Supplement Compensation benefit will be equal to the difference between the weekly benefit received by the employee from the State of California PFL program and the weekly wage associated with that PFL benefit amount. Supplemental Compensation is only available during the period the employee is eligible for and is receiving weekly PFL benefits for the purpose of bonding with a new child. Employees can receive up to eight (8) weeks of Supplemental Compensation benefits.

Procedure for Receiving Supplemental Compensation

In order to receive Supplemental Compensation, employees must comply with the following procedures:

1. Send an email to the Human Resources Administrator stating they understand and agree that up to two (2) weeks of PTO will be deducted from their leave bank to offset the costs in providing Supplemental Compensation;
2. Provide the School with a copy of the employee's Notice of Computation of California Paid Family Leave Benefits (Notice) from California's Employment Development Department (EDD) and provide EDD with permission to share the employee's California PFL weekly benefit amount with the School;
3. Complete and sign the San Francisco Paid Parental Leave Employee Form (PPL Form) (available from the Human Resources Administrator). The Notice and PPL Form must be submitted within a reasonable time following the Covered Employee's receipt of the Notice from EDD;
4. Notify the School in writing upon the employee's receipt of the first payment from EDD; and
5. Submit a copy of the Notice of Payment from EDD to confirm the Covered Employee's receipt of PFL benefits.

Employees who do not fully comply with this procedure may be denied Supplemental Compensation benefits, or receipt of these benefits may be delayed. If the employee completes the above procedures for receiving Supplemental Compensation prior to or during the period in which the employee is also receiving PFL benefits, the School will make a good faith effort to make the first Supplemental Compensation benefit payment on the payday associated with the next full pay period following the employee's satisfaction of the above procedures. If the employee completes the above procedures after the period in which the employee received PFL benefits has been completed, the employee will receive the total Supplemental Compensation no later than 30 days after satisfaction of the above procedures.

Employees may be required to reimburse the School for any Supplemental Compensation benefits provided under this policy if they:

- Do not return to work from a leave of absence during which they received Supplemental Compensation benefits, or
- Voluntarily resign from employment within 90 days of the end of any leave during which they received Supplemental Compensation benefits.

Employees with questions regarding this benefit can contact the Human Resources Administrator.

9-22. Personal Leave

If employees are ineligible for any other School leave of absence, Insight, under certain circumstances, may grant a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and employees are not eligible for FMLA and CFRA, medical certification also must be

submitted. The request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as performance and attendance records. Normally, a leave of absence will be granted for a period of up to eight (8) weeks. However a personal leave may be extended if, prior to the end of leave, employees submit a written request for an extension to management and the request is granted. During the leave, employees will not earn vacation, personal days or sick days. We will continue health insurance coverage during the leave if employees submit their share of the monthly premium payments to the School in a timely manner, subject to the terms of the plan documents.

When the employees anticipate returning to work, they should notify management of the expected return date. This notification should be made at least one week before the end of the leave.

Upon completion of the personal leave of absence, the School will attempt to return employees to their original job or a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of availability to return to work, failure to return to work when notified or a continued absence from work beyond the time approved by the School will be considered a voluntary resignation of employment.

Personal leave runs concurrently with any School-provided Short-Term Disability Leave of Absence.

9-23. Time Off for Military Spouses

If the employee works, on average, at least 20 hours per week and their spouse is a qualified member of the United States Armed Forces, the National Guard or the Reserves, the employee is eligible to take leave for a period of up to 10 days while their spouse is home during a qualified leave period. When the employee is also eligible for military family member exigency leave, leave under this policy shall also count toward the employee's leave entitlement under the Family and Medical Leave Act (FMLA), where the time off meets the definition of FMLA military exigency leave.

Required Notice to Employer

Within two (2) business days of receiving official notice that the employee's spouse will be on leave the employee must provide notice to the School of their intent to take military spouse leave.

Required Documentation

The employee must submit written documentation to the School certifying that during the requested time off, the employee's spouse will be on leave from deployment during a period of military conflict.

Leave is Unpaid

Leave granted under this policy is unpaid.

Definitions

For the purposes of this policy, the following definitions apply:

"Qualified Member" means any of the following:

- a member of the United States Armed Forces who is deployed during a period of military conflict to an area designated as a combat theater or combat zone by the President of the United States; or
- a member of the National Guard who is deployed during a period of military conflict; or

- a member of the Reserves who is deployed during a period of military conflict.

"Period of Military Conflict" means any of the following:

- a period of war declared by the U.S. Congress; or
- a period of deployment for which members of the Reserves are ordered to active duty.

"Qualified Leave Period" means the period during which the qualified member is on leave from deployment during a period of military conflict.

9-24. San Francisco Military Leave Pay Protection Benefits

In accordance with San Francisco's Military Leave Pay Protection Act, the School provides supplemental compensation to eligible employees who are on an approved military leave of absence. Eligible employees may receive up to 30 days of supplemental compensation in a calendar year under this policy.

Eligible Employees. To be eligible to receive supplemental compensation under this policy, an employee must:

- Work within the geographic boundaries of San Francisco;
- Be a member of the reserve corps of the United States Armed Forces, National Guard, or other uniformed service organization of the United States; and
- Be on approved leave for military duty.

Amount of Supplemental Compensation. An eligible employee shall receive supplemental compensation in an amount equal to the difference between the employee's gross military pay and the amount of gross pay the employee would have received from the School had the employee worked their regular work schedule in San Francisco. Overtime hours (unless regularly scheduled) and hours scheduled to work outside of San Francisco do not count toward the employee's gross pay calculation. Supplemental compensation is paid in daily increments. Eligible employees may receive up to 30 days of supplemental compensation in a calendar year.

For employees who do not work a regular work schedule, supplemental compensation shall be determined by looking at the semi-monthly immediately preceding the employee's leave, not including any pay periods during which the employee was on unpaid or partially paid leave. The School will endeavor to provide the employee with the supplemental compensation no later than the payday for the payroll period when the employee's military leave began.

Benefits. Eligible employees will continue to receive all benefits as if they had worked their regular schedule during any period of time during which they receive supplemental compensation.

Documentation. Employees may be requested to provide their written military orders or a wage statement verifying the military gross pay they received or will receive to ensure accurate payment of supplemental compensation.

Repayment by Employee. Employees receiving supplemental compensation under this policy who can return to their position after completion of military leave but fail to return within 60 days of release from duty shall be required to repay any supplemental compensation received.

Coordination with Other Policies. Any supplemental compensation paid under this policy will be coordinated

with and offset by amounts required to be paid under any other law or policy so that employees on military leave do not receive more in total pay then they would have received if they had worked their regular work schedule.

Employees with questions about this policy can contact the Human Resources Administrator.

9-25. Bone Marrow Donation Leave

The employee who has been employed for at least 90 days may request a leave of absence for up to five (5) business days in any one-year period to undergo a medical procedure to donate bone marrow. Employees must provide a certification from their physician regarding the purpose and length of each leave requested. The employee must use any accrued vacation time, sick leave or paid time off for this leave, but the use of vacation accrual, sick leave or paid time off does not extend the term of this leave. If accrued vacation, sick leave or paid time off is not available, the time off for such procedure shall be paid, but the paid time off shall not exceed five (5) days. Bone marrow donation leave will not be designated as FMLA or CFRA leave time. Employees will receive health benefits for the duration of their Bone Marrow Donation Leave and upon returning from such leave will have a right to return to the same or equivalent positions they held before such leave.

9-26. Organ Donation Leave

Employees who have been employed for at least 90 days may request a paid leave of absence for up to 30 business days in any one-year period to undergo a medical procedure to donate an organ. Employees can request an additional 30 days of unpaid leave in any one-year period for this same purpose. Employees must provide a certification from their physician regarding the purpose and length of each leave requested. The one-year period is measured from the start of the leave.

For an initial request for organ donation leave, the employee must use up to two weeks of accrued vacation, sick leave or paid time off for this leave, but the use of vacation accrual, sick leave or paid time off does not extend the term of the leave. If accrued vacation, sick leave or paid time off is not available, the time off for such procedure shall be paid however the paid time off shall not exceed 30 days. Organ donation leave will not be designated as FMLA or CFRA leave time. Employees will receive health benefits for the duration of their organ donation leave and upon returning from such leave will have a right to return to the same or equivalent positions they held before such leave. Absences due to organ donation leave do not count as a break in service for the purpose of the employee's right to salary adjustments, sick leave, vacation and paid time off or seniority.

9-27. Family and Medical Leave

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA). Additionally, employees who are CFRA-eligible have certain rights to take both a pregnancy disability leave (PDL) and CFRA leave for the birth of a child.

This policy provides employees with information concerning FMLA/CFRA entitlements and obligations they may have during such leaves and also explains differences between FMLA, CFRA, and PDL. Where more than one (1) of the laws applies, leave taken may be counted under more than one law at the same time to the extent permitted by the applicable law(s). For example, where leave for a pregnancy disability is also FMLA-

qualifying, the leave will count against both FMLA and PDL entitlements. However, PDL is separate from and does not count against employees' CFRA leave entitlement. (Please consult the Pregnancy Disability Leave policy for more information on PDL.) This policy will be interpreted to comply with the law(s) that apply to a particular leave.

If employees have any questions concerning FMLA/CFRA leave, they should contact the Head of Human Resources.

I. Eligibility

The FMLA and CFRA provide eligible employees with a right to leave, health insurance benefits, and, with some limited exceptions, job restoration. To be an "eligible employee," the employee must: 1) have been employed by the School for at least 12 months (which need not be consecutive) and 2) have worked for at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave. All California employees who meet these two (2) criteria are eligible for CFRA leave. California employees also may be eligible to take leave for FMLA reasons if they are eligible for CFRA leave and work at a worksite where 50 or more employees are located within 75 miles.

*Special hours of service eligibility requirements apply to airline flight crew employees.

II. Entitlements for FMLA/CFRA Leave

A. Basic FMLA/CFRA Leave Entitlement

The FMLA/CFRA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined by a rolling 12-month period measured backward from the date the employee uses their family and medical leave. In some instances, leave may be counted under the FMLA but not CFRA or CFRA but not the FMLA. Leave may be taken for any one (1), or for a combination, of the following reasons:

1. Disability due to pregnancy, childbirth, or related medical condition (counts only toward FMLA leave and PDL leave entitlements);

2. Bonding and/or caring for a newborn child (counts toward FMLA and CFRA leave entitlements);

3. For placement with the employee of a child for adoption or foster care and to care for the newly placed child (counts toward FMLA and CFRA leave entitlements);

4. To care for the employee's spouse, child, or parent with a **serious health condition** (counts toward FMLA and CFRA leave entitlements);

5. To care for the employee's registered domestic partner, parent-in-law, grandparent, grandchild, sibling, or designated person with a serious health condition (counts towards CFRA entitlements only, except when grandparent, grandchild, or sibling meets FMLA definition of parent or child);

6. For the employee's own **serious health condition** (excluding pregnancy) that makes the employee unable to perform (1) one or more of the essential functions of their job (counts toward FMLA and CFRA leave entitlements); and/or

7. Because of any **qualifying exigency** arising out of the fact that the employee's spouse, registered domestic partner, son, daughter, or parent is a military member on covered active duty status (or has been notified of an impending call or order to covered active duty status) in the Reserve component of the Armed Forces for deployment to a foreign country in support of a contingency operation or Regular Armed Forces for deployment to a foreign country (counts toward FMLA/CFRA leave entitlements, except that leave taken for a

registered domestic partner counts towards CFRA leave entitlement only).

Leave to care for child after birth or placement for adoption or foster care must be taken within one (1) year of the child's birth or placement.

Under the **FMLA**, a **serious health condition** is an illness, injury, impairment, or physical or mental condition that involves a period of incapacity or treatment connected with inpatient care (e.g., an overnight stay) in a medical care facility, hospice, or residential health care facility; or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of their job or prevents the qualified family member from participating in school or other daily activities.

Under the **CFRA**, a **serious health condition** is an illness, injury, impairment, or physical or mental condition that involves either inpatient care in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care or any period of incapacity, or continuing treatment by a health care provider. The CFRA defines "inpatient care" broadly and includes a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with inpatient care, or any period of incapacity. A person will be considered an "inpatient" when they are formally admitted to a health care facility with the expectation that they will remain at least overnight and occupy a bed, even if the person is ultimately discharged or transferred to another facility and does not actually remain overnight. The CFRA defines "incapacity" as the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires.

Under the CFRA, a "designated person" means any individual related by blood or whose relationship with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. Insight may limit an employee to one designated person every 12-month period for family care and medical leave.

Under the FMLA and CFRA, subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment or incapacity due to pregnancy (FMLA only) or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty, and attending post-deployment reintegration briefings.

A leave of absence in connection with a workers' compensation injury/illness or for which the employee receives disability or State of California Paid Family Leave benefits shall run concurrently with FMLA/CFRA leave.

B. Additional Military Family Leave Entitlement (FMLA Only)

In addition to the basic FMLA/CFRA leave entitlement described above, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a **covered servicemember** is entitled to take up to 26 weeks of leave during a 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember is available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A **"covered servicemember"** is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient

status, or is on the temporary retired list for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." Covered servicemembers also include a veteran who is discharged or released from military service under conditions other than dishonorable at any time during the five-(5-) year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definition of a serious illness or injury for current Armed Forces members and covered Veterans are distinct from the definition of "serious health condition" applicable to leave to care for a family member or the employee's own illness or injury.

C. Intermittent Leave and Reduced Leave Schedules

FMLA/CFRA leave usually will be taken for a period of consecutive days, weeks, or months. However, employees also are entitled to take FMLA/CFRA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember (FMLA only). Intermittent or reduced work schedule leave may be taken for absences where the employee or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition, even if they do not receive treatment by a health care provider. Intermittent leave can also be taken for any qualifying exigency.

Employees also are eligible for intermittent leave for bonding with a child following birth or placement. Intermittent leave for bonding purposes generally must be taken in two-(2-)week increments, but the School permits two (2) occasions where the leave may be for less than two (2) weeks.

D. Health Insurance Benefits Schedules

During FMLA/CFRA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued work.

E. No Work While on Leave

The taking of another job while on FMLA/CFRA leave or any other approved leave of absence is prohibited except as authorized by the School or permitted by applicable law.

F. Restoration of Employment and Benefits

At the end of FMLA/CFRA leave, employees generally have a right to return to the same or equivalent positions they held before the FMLA/CFRA leave. There is an exception for certain "key employees" under the FMLA that applies to leave for a seriously ill or injured covered servicemember (the CFRA does not have an exception for "key employees"). The School will provide notice if employees qualify as "key employees" if it intends to deny reinstatement and any applicable rights in such instances.

Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA/CFRA leave.

G. Notice of Eligibility for, and Designation of, FMLA/CFRA Leave

Employees requesting FMLA/CFRA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA/CFRA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA/CFRA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the School's designation of leave as FMLA/CFRA-qualifying or non-qualifying, if not FMLA/CFRA-qualifying, the reasons why; and 3) the amount of leave, if known, that

will be counted against the employee's leave entitlement.

The School will respond to a leave request within five (5) business days. Once given, approval shall be deemed retroactive to the date of the first day of the leave. The School may designate FMLA/CFRA leave retroactively with appropriate notice provided that doing so does not cause harm or injury to employees. In other cases, the School and employees can mutually agree that leave is retroactively designated as FMLA/CFRA leave.

H. Employee Obligations for FMLA/CFRA Leaves

a. Provide Notice of the Need for Leave

Employees who take FMLA/CFRA leave must notify, in a timely manner, the School of their need for FMLA/CFRA leave. The following describes the content and timing of such notices.

i. Content of Notice

To trigger FMLA/CFRA leave protections, employees must inform the Head of Human Resources of the need for FMLA/CFRA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA/CFRA leave specifically or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA/CFRA-qualifying. For example, employees might explain that:

1. A medical condition renders them unable to perform the functions of their job;

2. They are pregnant;

3. They or a covered family member have been hospitalized overnight;

4. They or a covered family member are under the continuing care of a health care provider;

5. The leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active-duty status; or

6. If the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA/CFRA leave under this policy. Employees must respond to the School's lawful questions to determine if absences are potentially FMLA/CFRA-qualifying.

If employees fail to explain the reasons for FMLA/CFRA leave, the leave may be denied. When employees seek leave due to FMLA/CFRA-qualifying reasons for which the School has previously provided FMLA/CFRA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA/CFRA leave.

ii. Timing of Notice

Employees must provide 30 days' advance notice of the need to take FMLA/CFRA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must notify the School of the need for leave as soon as practicable under the circumstances. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA/CFRA notice obligations, may have FMLA/CFRA leave delayed or denied.

b. Cooperating in the Scheduling of Leave

When planning medical treatment for themselves or family members or requesting to take leave on an intermittent or reduced schedule work basis, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt School operations. Employees must consult with the School prior to scheduling treatment in order to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of the applicable health care provider. To the extent permitted by applicable law, when employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for employees or family members, including a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

c. Submit Initial Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA/CFRA leave sought, employees may be required to submit medical certifications supporting their need for FMLA/CFRA-qualifying leave. As described below, there generally are three types of FMLA/CFRA medical certifications: an **initial certification**, a **recertification**, and a **return to work/fitness for duty certification**.

It is the responsibility of employees to provide the School with timely, complete, and sufficient medical certifications. Whenever the School requests employees to provide FMLA/CFRA medical certifications, they must provide the requested certifications within 15 calendar days after the request, unless it is not practicable to do so despite diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide them at least seven (7) calendar days to address deficiencies. The School will delay or deny FMLA/CFRA leave to employees who fail to address deficiencies or otherwise fail to submit requested medical certifications in a timely manner.

The School (through individuals other than the employee's direct supervisor) may contact the employee's health care provider to authenticate a medical certification.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete, and/or sufficient FMLA/CFRA medical certifications.

i. Initial Medical Certifications

Employees requesting leave because of their own or a covered family member's serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins.

If the School has reason to doubt the validity of an initial medical certification regarding the employee's own serious health condition, it may require the employee to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require the employee to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee. The School will reimburse employees for any reasonable "out of pocket" travel expenses incurred to obtain second or third medical opinions.

ii. Medical Recertifications

Depending on the circumstances and duration of FMLA/CFRA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify

employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification. In cases of leave that qualifies under CFRA, recertification will be requested only when the original certification has expired and additional leave is requested.

iii. Return-to-Work Release

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA/CFRA leaves that were taken because of their own serious health conditions must provide the School with a release to return to work from their healthcare provider stating they are able to resume work. Employees taking intermittent leave may be required to provide a return-to-work release for such absences up to once every 30 days if reasonable safety concerns exist regarding their ability to perform their duties. The School may delay and/or deny job restoration until employees provide return-to-work releases.

d. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active duty or call to covered active duty status of a military member, the School may require them to provide: 1) a copy of the military member's active duty orders or other documentation issued by the military indicating the military member is on covered active duty or call to active duty status and the dates of the military member's covered active duty service and, 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active-duty status of the same or a different military member.

When leave is taken to care for a covered servicemember with a serious injury or illness as allowed by the FMLA only, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

e. Reporting Changes to Anticipated Return Date

If the anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School with reasonable notice (i.e., within two (2) business days) of their changed circumstances and new return-to-work date. If employees give the School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions will cease.

f. Substitute Paid Leave for Unpaid FMLA Leave

Employees are required to substitute accrued paid time while taking an unpaid FMLA/CFRA leave as follows:

- If employees request FMLA/PDL leave because of disability due to pregnancy, childbirth, or related medical conditions (excluding absences for which they are receiving short-term disability benefits), they must first substitute any accrued paid sick leave for unpaid family/medical leave. Employees may make a written request to substitute accrued, unused vacation, or other paid time off benefits for unpaid FMLA/PDL leave once their sick time is exhausted.
- If employees request FMLA/CFRA leave because of their own serious health condition (excluding absences for which they are receiving workers' compensation or short-term disability benefits), they must first substitute any accrued paid vacation, sick, or other paid time off for unpaid family/medical

leave.

- If employees request FMLA/CFRA leave to care for a covered family member with a serious health condition (excluding absences for which they are receiving Paid Family Leave benefits), they must first substitute any accrued paid vacation or other paid time off for unpaid family/medical leave. Once vacation or other paid time off is exhausted, upon their request, they can substitute paid sick leave for unpaid FMLA/CFRA leave to care for a covered family member with a serious health condition.
- If employees request FMLA/CFRA leave to bond with a newborn or newly placed child (excluding absences for which they are receiving Paid Family Leave benefits), they must first substitute any accrued paid vacation or other paid time off for unpaid leave.

For purposes of this substitution requirement, leave is not "unpaid" during any time for which the employee is receiving compensation from the State of California under its State Disability Insurance or Paid Family Leave programs or when receiving compensation from worker's compensation. Employees will not be required to use accrued paid leave hours during any time off under this policy for which they are receiving compensation under these programs. However, where applicable and permitted by law, they will be required to use paid leave accruals during any waiting periods applicable to these programs, and upon written request, the School will allow them to use accrued paid time off to supplement any paid workers' compensation, disability, or Paid Family Leave benefits.

The substitution of paid time off for unpaid family/medical leave time does not extend the length of FMLA/CFRA leaves and the paid time off runs concurrently with the FMLA/CFRA entitlement.

g. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA/CFRA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. If paid leave is substituted for unpaid family/medical leave, the School will deduct employees' shares of the health plan premium as a regular payroll deduction. If FMLA/CFRA leave is unpaid, employees must pay their portion of the premium through Employees will pay upon return from leave with a payroll deduction. The School's obligation to maintain health care coverage ceases if the premium payment is more than 30 days late. If the payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

If employees do not return to work for at least 30 calendar days after the end of the leave period (unless they cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA/CFRA leave.

I. Coordination of FMLA Leave with Other Leave Policies

The FMLA and CFRA do not affect any federal, state, or local law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA/CFRA leave is either not available or exhausted, please consult the School's other leave policies in this handbook or contact the Head of Human Resources.

QUESTIONS AND/OR COMPLAINTS ABOUT FMLA/CFRA LEAVE

If employees have questions regarding this policy, they should contact the Head of Human Resources. The School is committed to complying with the FMLA and CFRA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA and CFRA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact the Head of Human Resources immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

9-28. Leave for Qualifying Acts of Violence

Any employee who is a victim or whose family member is a victim of a qualifying act of violence, may take unpaid leave for up to 12 weeks in any 12-month period for the following reasons:

- To obtain or attempt to obtain any relief for the family member. Relief includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the family member of the victim.
- To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence.
- To participate in safety planning or take other actions to increase safety from future qualifying acts of violence.
- To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare.
- To provide care to a family member who is recovering from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence.
- To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence.
- To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

If any employee's family member is a victim who is not deceased as a result of crime, and the employee is not a victim, the employee may only take a leave of 10 days under this policy. If the employee's family member is a victim who is not deceased as a result of a crime, and the employee is not a victim, and the employee takes leave to relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare, the employee may only take leave for five (5) days.

For purposes of this policy, "family member" means a child, parent, grandparent, grandchild, sibling, spouse, domestic partner, or designated person. "Designated person" means any individual related by blood or whose

association with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. Employees may only designate one (1) person per 12-month period.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:
    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Insight may require proof of the employee's participation in these activities. Whenever possible, employees must provide their supervisor reasonable notice before taking any time off under this policy.

Employees may substitute any accrued vacation, sick, or other time off for the leave under this policy. Leave under this policy does not extend the time allowable under the "Family and Medical Leave" and "California Family Rights Act" policies in this handbook.

No employees will be subject to discrimination or retaliation because of their status as a victim or whose family member is a victim of a qualifying act of violence. Any employee who is a victim, or whose family member is a victim of a qualifying act of violence may request other workplace accommodations such as a transfer, schedule modification, implementation of safety measures, or referral to victim assistance. The School will engage in a good faith interactive process to determine reasonable accommodations, considering any immediate danger, so long as it does not cause undue hardship on business operations.

9-29. Bereavement Leave

Employees who have been employed for at least 30 days may take bereavement leave of up to five (5) days upon the death of a family member. For the purposes of this policy, a family member includes a spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law. Bereavement leave need not be consecutive for non-unit members but must be completed within three (3) months of the family member's death. Up to five (5) paid days off work for the death of a spouse, domestic partner, civil union relationship, child, parent, sibling or comparable step-relation.

Up to three (3) paid and two (2) unpaid days off work for the death of a grandparent, father-in-law, mother-in-law, son-in-law or daughter-in-law. One (1) paid day off work for the death of a relative who is not a member of your immediate family.

Bereavement leave will be paid at the employee's base rate of pay at the time of absence for the number of hours the employee otherwise would have worked that day. Bereavement leave is not counted as hours worked for purposes of calculating overtime. When requesting time off for Bereavement Leave please enter the

relationship of the deceased into the comments section.

Bereavement Leave for Unit Members per the CBA: 10.5.1 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.

Employees, if requested by the School, within 30 days of the first day's leave must provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave.

Employees wishing to utilize bereavement leave should contact Human Resource Department.

Employees will not be subject to adverse action for exercising rights or attempting to exercise rights under this policy, opposing practices that they believe to be in violation of this policy, or supporting the exercise of rights of another under this policy

9-30. Reproductive Loss Leave

Employees who have been employed for at least 30 days will be provided with up to five (5) days of reproductive loss leave following a reproductive loss event. Employees who experience more than one (1) reproductive loss event within a 12-month period are limited to 20 days of reproductive loss leave in a 12-month period. For purposes of this policy, a reproductive loss event means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction via artificial insemination or an embryo transfer.

Leave may only be taken on regularly scheduled workdays. Leave does not need to be taken on consecutive days. Leave must be completed within three (3) months of the reproductive loss event, except that if the employee is on some other leave from work prior to or immediately following a reproductive loss event, the reproductive loss leave is available for use during the three (3) months following the end date of the other leave.

Reproductive loss leave is unpaid, except to the extent the employee is eligible for paid leave for these purposes under other the School policies. The employee may elect to use accrued (vacation, personal days, or sick leave) to receive pay during any unpaid leave taken under this policy. Leave provided pursuant to this policy will run concurrently with any other applicable leave of absence for covered reasons, to the maximum extent permitted by applicable law. The substitution of paid time for unpaid leave time does not extend the length of leave and the paid time will run concurrently with the employee's reproductive loss leave entitlement.

Employees must inform their supervisor prior to commencing reproductive loss leave. The School will maintain the confidentiality of any employee requesting leave under this policy including information provided to the School related to a request for leave.

9-31. Time Off for Crime Victims

Employees who have been victims of serious or violent felonies, as specified under California law, or felonies relating to theft or embezzlement may take time off work to attend judicial proceedings related to the crime. Employees may also take time off if an immediate family member has been a victim of such crimes and the employee needs to attend judicial proceedings related to the crime. "Immediate family member" is defined as a person to whom the employee is legally married under the laws of any state, domestic partner, child, child of a registered domestic partner, stepchild, or person to whom employee stood in loco parentis when the person was a minor, sibling, stepsibling, half-sibling, parent, stepparent, foster parent, or legal guardian.

Employees must give their supervisor a copy of the court notice given to the victim of each scheduled proceeding before taking time off, unless advance notice to Insight of the need for time off is not feasible. When advance notice is not feasible, the employee must provide the School with documentation evidencing the judicial proceeding, within a reasonable time after the absence. The documentation may be from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office or the victim/witness office that is advocating on behalf of the victim.

Employees may elect to use accrued paid vacation time, paid sick leave time, or other paid time off for the absence. If the employee does not elect to use paid time off, the absence will be unpaid. However, exempt employees will be paid their full salary for any workweek interrupted by the need for time off under this policy.

9-32. Literacy Assistance

Insight is committed to providing assistance to employees who require time off to participate in an adult education program for literacy assistance. If employees need time off to attend such a program, they should inform their direct supervisor or the Human Resources Department. The School will attempt to make reasonable accommodations by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on the School. The School will attempt to safeguard the privacy of employees' enrollment in an adult education program.

9-33. Pregnancy Disability Leave

If employees are disabled by pregnancy, childbirth or related medical conditions, they are eligible to take a pregnancy disability leave (PDL).

Employees may request leave by notifying their supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com.

If affected by pregnancy or a related medical condition, employees also are eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated. Employees disabled by qualifying conditions may also be entitled to other reasonable accommodations where doing so is medically necessary. In addition, if it is medically advisable for employees to take intermittent leave or work a reduced schedule, School may require them to transfer temporarily to an alternative position with equivalent pay and benefits that can better accommodate recurring periods of leave.

The PDL is for any period(s) of actual disability caused by pregnancy, childbirth or related medical condition up to four (4) months per pregnancy. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months (one-third of a year, or 17 1/3 weeks), following the commencement date of taking a pregnancy disability leave. For a full time employee who works 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17 1/3 weeks. Employees working a part-time schedule will have their PDL calculated on a pro-rata basis.

The PDL does not need to be taken in one continuous period of time, but can be taken on an intermittent basis pursuant to the law.

Time off needed for prenatal or postnatal care, severe morning sickness, gestational diabetes, pregnancy-induced hypertension, preeclampsia, doctor-ordered bed rest, postpartum depression, loss or end of pregnancy, and recovery from childbirth or loss or end of pregnancy are all covered by PDL.

To receive reasonable accommodation, obtain a transfer or take a PDL, employees must provide sufficient notice so School can make appropriate plans. Thirty days' advance notice is required if the need for the reasonable accommodation, transfer or PDL is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Employees are required to obtain a certification from their health care provider of the need for pregnancy disability leave or the medical advisability of an accommodation or for a transfer. The certification is sufficient if it contains: (1) a description of the requested reasonable accommodation or transfer; (2) a statement describing the medical advisability of the reasonable accommodation or transfer because of pregnancy; and (3) the date on which the need for reasonable accommodation or transfer became or will become medically advisable and the estimated duration of the reasonable accommodation or transfer.

A medical certification indicating disability necessitating a leave is sufficient if it contains: (1) a statement that the employee needs to take pregnancy disability leave because she is disabled by pregnancy, childbirth or a related medical condition; (2) the date on which the employee became disabled because of pregnancy; and (3) the estimated duration of the leave.

Upon request, your supervisor or ADP TotalSource shall provide you with a medical certification form that you can take to your doctor.

As a condition of returning from pregnancy disability leave or transfer, School requires the employee to obtain a release from a health care provider stating that she is able to resume the original job duties **with or without reasonable accommodation.**

PDL is unpaid. At the employee's option, she can use any accrued vacation time or other accrued paid time off as part of the PDL before taking the remainder of leave on an unpaid basis. We require, however, that the employee use any available sick time during the PDL. The substitution of any paid leave will not extend the duration of the PDL. Employees who participate in the School's group health insurance plan will continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the California Family Rights Act. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums.

We encourage employees to contact the California Employment Development Department regarding eligibility for state disability insurance for the unpaid portion of the leave.

If employees do not return to work on the originally scheduled return date, nor request in advance an extension

of the agreed upon leave with appropriate medical documentation, they may be deemed to have voluntarily terminated their employment with School.

Failure to notify School of their ability to return to work when it occurs, or continued absence from work because the leave must extend beyond the maximum time allowed, may be deemed a voluntary termination of employment with School, unless employees are entitled to Family and Medical Leave, or entitled to further leave pursuant to applicable law.

Upon return from a covered PDL, the employee, in most instances, will be reinstated to the same position.

Taking a PDL may affect some benefits and the employee's seniority date. If the employee wants more information regarding eligibility for PDL and the impact of the leave on seniority and benefits, the employee should contact their supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com.

Any request for leave after the disability has ended will be treated as a request for family care leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA), if the employee is eligible for that type of leave. PDL runs concurrently with FMLA (but not CFRA). Employees should refer to the FMLA policy. Employees who are not eligible for leave under the CFRA or FMLA will have a request for additional leave treated as a request for disability accommodation.

9-34. Rehabilitation Leave

Insight is committed to providing assistance to our employees to overcome substance abuse problems. The School will reasonably accommodate any employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program. This accommodation may include time off without pay or an adjusted work schedule, provided the accommodation does not impose an undue hardship on the School. Employees may also use accumulated sick days, if applicable, for this purpose.

Employees should notify Human Resources if they need such accommodation. The School will take reasonable steps to safeguard privacy with respect to enrollment in an alcohol or drug rehabilitation program.

9-35. Time Off For School Related Activities

Employees that work at a location with 25 or more employees are provided unpaid time off up to 40 hours in one (1) calendar year if they are parents (including individuals acting in the capacity of a parent under the law), guardians, stepparents, foster parents or grandparents with custody of a child attending, or of age to attend, a licensed child care provider or kindergarten through Grade 12. The unpaid leave must be used for the following child-related activities:

1. to find, enroll or reenroll the child in a school or with a licensed child care provider, or to participate in activities of the school or licensed child care provider of the child.
2. to address a child care provider or school emergency, meaning that the child cannot remain in school or with a child care provider due to one of the following:

    - the school or child care provider has requested that the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child to be picked up from the school or child care provider;
    - behavioral or discipline problems;
    - closure or unexpected unavailability of the school or child care provider, excluding planned

holidays; or

- a natural disaster, including, but not limited to, fire, earthquake or flood.

The amount of time off for reason #1 cannot exceed eight (8) hours in any calendar month of the year. Prior to taking leave for reason #1 above, the employee must provide reasonable notice of the planned absence to the Human Resources Administrator. The employee must give notice to the Human Resources Administrator when taking leave for reason #2 above.

If more than one parent of a child is employed at the same worksite, leave for the reasons above apply, at any one time, only to the parent who first gives notice, such that another parent may take a planned absence simultaneously as to that same child for the reasons above, but only if the parent obtains approval from the Human Resources Administrator for the requested time off.

Employees may be required to provide documentation of their participation in these activities. Parents, guardians or grandparents with custody of schoolchildren who have been suspended also are allowed to take unpaid time off to appear at the school pursuant to the school's request. Employees may use accrued paid time off for purposes of the leave taken under this policy.

9-36. Time Off for Volunteer Firefighters, Reserve Peace Officers, and Emergency Rescue Personnel

Employees who are volunteer firefighters, reserve peace officers, or emergency rescue personnel are permitted unpaid time off, not to exceed 14 days per calendar year, for the purpose of engaging in fire, law enforcement, or emergency rescue training.

Employees are also permitted unpaid time off from work to perform emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel.

If the employees request time off under the policy, they must notify their direct supervisor immediately after the need for the leave becomes known.

9-37. Business Expense Reimbursement

Insight will reimburse employees for reasonable expenses incurred for business purposes including, but not limited to, meals, lodging, and transportation. Mileage driven in a personal automobile for business purposes will be reimbursed at the current IRS-approved rate per mile. All business travel and business purchases must be approved in advance by the employee's Supervisor.

Employees should complete expense reimbursement reports within 30 days of incurring the expenses and submit the reports and receipts to the Supervisor.

9-38. Acknowledgment and Receipt of California: Discrimination, Harassment and Retaliation Prevention Policy

Insight does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or third party based on actual or perceived race, color, creed, religion, age, sex or gender (including pregnancy, childbirth, and related medical conditions), sexual orientation, gender identity, or gender expression (including transgender status), national origin, ancestry, marital status, protected medical condition as defined by state law

(including cancer or genetic characteristics), physical or mental disability, military and veteran status, reproductive health decision making, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. Further, the School prohibits discrimination, harassment, and retaliation on the basis of any combination of protected characteristics. The School is committed to a workplace free of discrimination, harassment, and retaliation.

Our management team is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, an offensive, or a hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion toward an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature. Sexual harassment includes unwelcome or unwanted conduct that is either of a sexual nature or directed at an individual because of that individual's sex when:

- Submission to that conduct or to those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;

9. Unwelcome or unwanted sexually related comments;
10. Conversation about one's own or someone else's sex life;
11. Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
- Express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; and
- Denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, a coworker, a client, a customer, a vendor, or another third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If the employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of the Head of School. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed, the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, the Human Resources Administrator should be contacted immediately. (Phone numbers are available through the School directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy or the Equal Employment Opportunity Policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy or our Equal Employment Opportunity Policy must immediately report the issues raised to the Head of School.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or the Equal Employment Opportunity policy. To the extent possible, the School will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the School generally will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. Upon completion of the investigation, the School shall determine whether this policy has been violated based on its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline up to and including termination.

Training

All Employees are required to undergo harassment prevention training as required by applicable law. For more information about this training requirement, visit https://calcivilrights.ca.gov/shptfaq-employee/.

Retaliation Prohibited

In addition to being a violation of this policy, harassment, discrimination, or retaliation also can be against the law. Employees who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Remember, the School cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct they believe violates this policy.

I acknowledge that I have received, read, and understand Insight's Discrimination, Harassment, and Retaliation Prevention Policy. I agree to abide by and be bound by the rules, provisions and standards set forth in Insight's policy. I further acknowledge that Insight reserves the right to revise, delete, and add to the provisions of the Discrimination, Harassment and Retaliation Prevention Policy at any time. I also acknowledge I have received the California Civil Rights Department's brochure, Sexual Harassment Fact Sheet (CRD-185 brochure).

Employee's Printed Name: _____

Employee's Signature: _____

Position ID: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

Section 10 - Georgia Addendum

10-1. Lactation Accommodations

Insight supports the legal right and necessity of employees who choose to express milk in the workplace. The School promotes a breastfeeding-friendly work environment and supports lactating employees.

The School will provide break time of reasonable duration to employees who wish to express breast milk at the worksite during working hours. Any break time provided under the law will be paid at the employee's regular rate of compensation.

The School will provide the use of a private location, other than a restroom, for the employee to express milk in private at the worksite.

Employees can contact the Human Resources Administrator with questions regarding this policy.

10-2. Jury Duty Leave

The Company realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law without retaliation. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

The Company will provide paid time off, less fees received from the court, while serving on jury duty. Employees will not be required to use accrued paid time off while serving on jury. Exempt employees will be paid as necessary to comply with federal and state wage and hour laws.

11-1. Earned Paid Sick Time

Eligibility

The School provides earned paid sick time (EPST) to eligible employees who work in Missouri. For employees who work in Missouri who are eligible for sick time under the general Sick Days policy and/or any other applicable sick time or leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Sick Days policy and/or any other applicable sick time or leave law or ordinance.

Accrual

Employees begin accruing EPST pursuant to this policy on May 1, 2025, or at the start of employment, whichever is later. Employees will accrue one (1) hour of EPST for every 30 hours worked. Exempt employees are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case EPST accrues based upon that normal workweek. For the purposes of this policy, the year is the consecutive 12-month period beginning January 1 and ending on December 31.

Usage

Employees may begin using accrued EPST immediately. EPST may be used in the smaller of hourly increments or the smallest increment that the School's payroll system uses to account for absences or use of other time. employees may not use more than 40 hours of EPST in any year.

Employees may use EPST for:

1. The employee's mental or physical illness, injury, or health condition; the employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or the employee's need for preventative medical care;
2. Care of a family member with a mental or physical illness, injury, or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or care of a family member who needs preventative medical care;
3. Closure of the employee's place of business by order of a public official due to a public health emergency, the employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or the employee's need to care for themself or a family member when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or family member's presence in the community may jeopardize the health of others because of their exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease; or
4. Absence necessary due to domestic violence, sexual assault, or stalking, provided the leave is to allow the employee to obtain for the employee or the employee's family member:

    a. Medical attention needed to recover from physical or psychological injury or disability caused by domestic violence, sexual assault, or stalking;
    b. Services from a victim services organization;
    c. Psychological or other counseling;

d. Relocation or taking steps to secure an existing home due to the domestic violence, sexual assault, or stalking; or
e. Legal services, including preparing for or participating in any civil or criminal legal proceeding related to or resulting from the domestic violence, sexual assault, or stalking.

For purposes of this policy, family member means:

1. Regardless of age, a biological, adopted, or foster child, stepchild or legal ward, a child of a domestic partner, a child to whom the employee stands in loco parentis, or an individual to whom the employee stood in loco parentis when the individual was a minor;
2. A biological, foster, stepparent, or adoptive parent or legal guardian of the employee, the employee's spouse or domestic partner, or an individual who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child;
3. An individual to whom the employee is legally married under the laws of any state, a domestic partner who is registered as such under the laws of any state or political subdivision, or an individual with whom the employee is in a continuing social relationship of a romantic or intimate nature;
4. A grandparent, grandchild, or sibling (whether of a biological, foster, adoptive, or step relationship) of the employee or the employee's spouse or domestic partner; or
5. A person for whom the employee is responsible for providing or arranging health or safety-related care, including but not limited to helping that individual obtain diagnostic, preventative, routine, or therapeutic health treatment or ensuring the person is safe following domestic violence, sexual assault, or stalking.

The employee's use of EPST will not be conditioned upon searching for or finding a replacement worker.

Unless the employee advises the School otherwise, it will assume, subject to applicable law, that the employee wants to use available EPST for absences for reasons set forth above, and employees will be paid for such absences to the extent they have EPST available.

Notice and Documentation

Employees may make requests to use EPST orally, in writing, by electronic means, or by any other means acceptable to the School to the Human Resources Administrator. When possible, the request should include the expected duration of the absence. When the use of EPST is foreseeable, the employee must make a good faith effort to provide notice in advance of the use of the EPST and make a reasonable effort to schedule the use of EPST in a manner that does not unduly disrupt the School's operations. Where such need is not foreseeable, the employee must provide notice as soon as practicable.

For EPST of three (3) or more consecutive work days, the School may require reasonable documentation that the EPST has been used for a covered purpose. Documentation signed by a heath care professional indicating that EPST is necessary will be considered reasonable documentation. In cases of domestic violence, sexual assault, or stalking, if the School requests, one (1) of the following types of documentation selected by the employee will be considered reasonable documentation:

1. A police report indicating that the employee or the employee's family member was a victim of domestic violence, sexual assault, or stalking;
2. A written statement from the employee or agent of a victim services provider affirming that the employee or employee's family member is or was receiving services from a victim services provider;
3. Documentation signed by a health care professional from whom the employee or employee's family

member sought assistance relating to domestic violence, sexual assault, or stalking or the effects thereof;

4. A court document indicating that the employee or the employee's family member is or was involved in a legal action related to domestic violence, sexual assault, or stalking; or
5. A written statement from the employee affirming that the employee or employee's family member is taking or took EPST for a qualifying purpose.

The School will not require that the documentation explain the nature of the illness, details of the underlying health needs, or the details of the domestic violence, sexual assault, or stalking, unless otherwise required by law.

Payment

EPST will be paid at the same hourly rate and with the same benefits, including health care benefits, as the employee normally earns during hours worked, but in no case will this hourly amount be less than that the applicable minimum wage. Use of EPST is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Employees may carry over up to 80 hours of accrued, unused EPST to the following year.

Unused EPST under this policy will not be paid at separation.

Enforcement and Retaliation

The School prohibits any retaliatory action against employees who request or use EPST as allowed under applicable law. Each employee has the right to bring a civil action if EPST as required by applicable law is denied by the School or the employee is subjected to retaliatory personnel action by the School for exercising the employee's rights under the law. The Missouri Department of Labor and Industrial Relations, Division of Labor Standards can be reached by mail at P.O. Box 449, Jefferson City, MO 65102-0440, by email at atlaborstandards@labor.mo.gov, or by phone at 573-751-3403.

Employees with questions concerning this policy should contact the Human Resources Administrator.

11-2. Missouri Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be three (3) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed voting leave on Election Day without loss of pay (if the employee votes) or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify when leave may be taken.

11-3. Time Off for Crime Victims

Time Off for Crime Victims

Employees may take unpaid time off to respond to respond to a subpoena to testify in a criminal proceeding, attend a criminal proceeding, or participate in the preparation of a criminal proceeding if they are:

- the victim of the crime at issue in the proceedings; or
- the victim's spouse, child, sibling, parent, grandparent or legal guardian.

Insight may require proof of the employee's participation in these activities. Whenever possible, employees must provide their supervisor reasonable notice before taking any time off under this policy.

Employees may substitute any accrued vacation, sick or other time off for the leave under this policy. No employee will be subject to discharge or discipline for taking leave under this policy.

Victims of Domestic Abuse, Sexual Assault, and Related Crimes Leave (applies to employers that have 20 or more employees)

Employees who are domestic or sexual violence victims or family or household members of a domestic or sexual violence victim may take unpaid time off to:

- Seek medical attention for or recovering from physical or psychological injuries inflicted by domestic or sexual violence;
- Obtain services from a victim services organization;
- Obtain psychological or other counseling;
- Participate in safety planning, temporarily or permanently relocating, or taking other actions to increase the victim's safety from future domestic or sexual violence, or to ensure economic security; or
- Seek legal assistance or remedies, including preparing or participating in any civil or criminal legal proceeding related to the domestic or sexual violence.

- During any 12-month period, employees may be entitled to up to one (1) workweek (if they work for an employer with 20 to 49 employees) or up to two (2) workweeks (if they work for an employers with 50 or more employees).

Family and household members include: a spouse, parent, son, daughter, other persons related by blood, person related by present or prior marriage, a person who shares a relationship through a child, or persons jointly residing in the same household. "Parent" includes an individual who stood in loco parentis to an employee as a child. Additionally, "children" includes biological, adopted, a stepchild, a foster child, a legal ward, or a child standing in loco parentis, who is under 18 years old, or is 18 years or older and is incapable of self-care because of mental or physical disabilities.

Employees must provide the Company with at least 48 hours of advance notice of the employee's intention to take leave, unless providing such notice would not be practicable. Certification that an employee or an employee's family or household member is a victim of domestic or sexual violence may be required.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy. During the period of leave, the employer must maintain coverage for the employee and any family or household member under any group health plan for the duration of leave. An employee returning from leave is entitled to be restored to the position of employment the employee held when the leave commenced or an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

No employee will be subject to discrimination or retaliation for taking leave under this policy. Eligible employees may request reasonable safety accommodations in the workplace for the known limitations resulting from the circumstances relating to an employee's family or household member experiencing domestic or sexual

violence.

11-4. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as a volunteer firefighter, member of Missouri-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team or FEMA. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy.

Section 12 - Nevada Addendum

12-1. Pregnancy Accommodations

According to the Nevada Pregnant Workers' Fairness Act (effective October 1, 2017) (the "Act"), employees have the right to be free from discriminatory or unlawful employment practices based on pregnancy, childbirth or a related medical condition and are entitled to reasonable accommodation.

Under the Act, the School may not:

- deny a reasonable accommodation to employees and applicants, upon request, for a condition related to pregnancy, childbirth or a related medical condition, unless an accommodation would impose an undue hardship on the business of the School;
- take adverse employment actions against the employee or applicant based on a need for a reasonable accommodation;
- deny an employment opportunity to a qualified employee or applicant based on a need for a reasonable accommodation; and
- require the employee or applicant to accept an accommodation that the employee or applicant did not request or chooses not to accept or to take leave from employment if an accommodation is unavailable.

Reasonable accommodations may include, but are not limited to:

1. modifying equipment or providing different seating;
2. revising break schedules, which may include revising the frequency or duration of breaks;
3. providing space in an area other than a bathroom that may be used for expressing breast milk;
4. providing assistance with manual labor if the manual labor is incidental to the primary work duties of the employee;
5. authorizing light duty;
6. temporarily transferring the employee to a less strenuous or hazardous position; or
7. restructuring a position or providing a modified work schedule.

Under the Act, the School may require the employee to submit written medical certification from the employee's physician substantiating the need for an accommodation because of pregnancy, childbirth or related medical conditions, and the specific accommodation recommended by the physician.

Any employee who needs to request an accommodation due to pregnancy, childbirth or a related condition or who has questions regarding this policy should contact the Human Resources Administrator.

12-2. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be:

- one (1) hour if the polls are less than two (2) miles from the employee's place of employment;
- two (2) hours if the polls are between two (2) and ten (10) miles from the employee's place of

employment; and
- three (3) hours if the polls are over ten (10) miles from the employee's place of employment.

This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify when leave may be taken.

12-3. Leave and Accommodation for Victims of Domestic Violence or Sexual Assault

Employees who have worked for the School for at least 90 days, and who are the victims of domestic violence or sexual assault or whose family or household member is a victim of domestic violence or sexual assault, may take time off work for up to 160 hours in one (1) 12-month period, beginning on the date when the act of domestic violence or sexual assault occurred (and the employee is NOT the alleged perpetrator of the domestic violence or sexual assault).

Leave under this policy may be taken for the following reasons:

- For the diagnosis, care, or treatment of a health condition related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member;
- To obtain counseling or assistance related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member;
- To participate in court proceedings related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member; or
- To establish a safety plan, including any action to increase the safety of the employee or the employee's family or household member from a future act of domestic violence or sexual assault.

For purposes of this policy, a "family or household member" means a spouse, domestic partner, minor child, or parent or another adult who is related within the first degree of consanguinity or affinity to the employee, or other adult person who is or was actually residing with the employee at the time the act of domestic violence or sexual assault was committed.

For purposes of this policy, "domestic violence" occurs when a person commits one (1) of the following acts against or upon the person's spouse, former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child, or any other person who has been appointed the custodian or legal guardian for the person's minor child:

1. A battery;
2. An assault;
3. Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform;
4. A sexual assault;
5. A knowing, purposeful, or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:

    Stalking;

1.
2. Arson;
3. Trespassing;
4. Larceny;
5. Destruction of private property;
6. Carrying a concealed weapon without a permit; or
7. Injuring or killing an animal.

6. A false imprisonment; or
7. Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.

For purposes of this policy, "sexual assault" occurs when a person:

1. Subjects another person to sexual penetration, or forces another person to make a sexual penetration on themselves or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of the perpetrator's conduct; or
2. Commits a sexual penetration upon a child younger than the age of 14 years or causes a child younger than the age of 14 years to make a sexual penetration on themselves or another, or on a beast.

Nevada law provides that leave may be unpaid or paid at the discretion of the employer. The School will permit employees to use any accrued, unused paid time off while taking leave under this policy.

Leave under this policy may be used in a single block of time or intermittently. Leave under this policy also will run concurrently (at the same time) with FMLA leave, if leave is otherwise FMLA-qualifying. Leave under this policy does not extend the time allowable under the "Family and Medical Leave Act" policy in this handbook.

After taking any time off due to an act of domestic violence or sexual assault, employees must provide their supervisor at least 48 hours advance notice before taking any additional time off under this policy.

The School may require documentation of the employee's participation in these activities that confirms or supports the reason the employee provided for requesting leave. For example, the School may require:

- A police report;
- Copy of an application for an order for protection;
- Affidavit from an organization which provides services to victims of domestic violence or sexual assault; or
- Documentation from a physician.

Any documentation requested or received by the School will be kept confidential in a private medical file (and will not be contained in the general personnel file).

The employee who is the victim of domestic violence or sexual assault (or whose family or household member is such a victim) may request reasonable accommodation with respect to the employee's safety while at work. Reasonable accommodation may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone, or any other reasonable accommodation that does not create an undue hardship deemed necessary to ensure the safety of the employee, the workplace, the

School, and other employees.

Eligible employees desiring an accommodation should notify the Human Resources Administrator. the Human Resources Administrator will then engage in an interactive process with the employee to determine possible effective reasonable accommodations. As part of the interactive process, the Human Resources Administrator may require the employee to provide appropriate certification. Employees who no longer need an accommodation must notify the Human Resources Administrator of any change in circumstance. Similarly, employees who have been provided an accommodation must notify the Human Resources Administrator if the employee requires a new accommodation.

The School also will not discipline, discriminate, or retaliate against employees because they are a known victim of domestic violence or sexual assault; because they requested and took leave and/or requested accommodation under this policy; or because they participated as a witness or interested party in a court proceeding related to domestic violence or sexual assault that relates to the use of leave under this policy. The School also will not require employees to find a replacement or substitute to cover their position or work as a condition of using leave under this policy.

12-4. Time Off for School Related Activities

Applies to employers with 50 or more employees for each working day in each of 20 or more calendar weeks in the current calendar year)

Employees may be provided unpaid time off up to 4 hours in one (1) school year per child if they are parents, guardians, or custodians of a child enrolled in a public or private school. The unpaid leave must be used for the following school-related activities:

- Attend parent-teacher conferences;
- Attend school-related activities during regular school hours;
- Volunteer or otherwise be involved at the school in which his or her child is enrolled during regular school hours; or
- Attend school-sponsored events.

Time off must be used in increments of one (1) hour. At least five (5) school days prior to taking leave, the employee must provide a written request for leave to their supervisor. The leave must be at a time mutually agreed upon by the company and the employee.

Employees may be required to provide documentation of their participation in these activities during the time of the leave. Employees may use accrued paid time off for purposes of the leave taken under this policy.

The Company prohibits termination of employment, demotion, suspension, or any other type of discrimination against any employee that is a parent, guardian or custodian of a child that takes leave in accordance with this policy.

12-5. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to serve as a volunteer firefighter, search and rescue, reserve unit of sheriff's department, or Civil Air Patrol, provided they have disclosed their status as a volunteer to [the Company]. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy.

12-6. Victims of Domestic Abuse, Sexual Assault, and Related Crimes Leave and Accommodations

An eligible employee may take up to 160 hours of leave in one 12-month period if the employee is using the leave:

- for the diagnosis, care or treatment of a health condition related to an act that constitutes domestic violence committed against the employee or the employee's family or household member;
- to obtain counseling or assistance related to an act that constitutes domestic violence committed against the employee or the employee's family or household member;
- to participate in any court proceedings related to an act that constitutes domestic violence committed against the employee or the employee's family or household member; or
- to establish a safety plan, including, without limitation, any action to increase the safety of the employee or the employee's family or household member from a future incidents of domestic violence.

To be eligible for leave under this policy, an employee must have been employed by [the Company] at least 90-days and must use this leave within the 12 months immediately following the date on which the incident of domestic violence occurred. Leave may be taken consecutively or intermittently.

"Family or household member" means a spouse, domestic partner, minor child, or parent or other adult person who is related within the first degree of consanguinity or affinity to the employee, or other adult person who is or was actually residing with the employee at the time of the incident of domestic violence.

The Company may require the employee to provide documentation that confirms or supports the reason the employee has requested leave and/or reasonable accommodation. After taking any hours of leave upon an incident of domestic violence, an employee must give not less than 48 hours' advance notice to their employer of the need to use additional hours of leave.

Nevada law provides that leave may be unpaid or paid at the discretion of the employer. Employees may substitute any accrued vacation, sick or other time off for the leave under this policy. This leave will run concurrently under any other applicable leave (such as FMLA leave).

An employee who is the victim of domestic violence (or whose family or household member is such a victim) may request reasonable accommodation with respect to the employee's safety while at work. Reasonable accommodation may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone, or any other reasonable accommodation that does not create an undue hardship deemed necessary to ensure the safety of the employee, the workplace, the employer, and other

employees.

Eligible employees desiring accommodation should notify their supervisor. The supervisor will then engage in an interactive process with the employee to determine possible effective reasonable accommodations.

No employee will be subject to discrimination or retaliation for taking leave under this policy. Victims of a crime may request reasonable accommodations in the workplace, such as implementation of safety measures, without retaliation.

Section 13 - North Carolina Addendum

13-1. School Attendance Leave

Insight will grant employees who are parents or guardians of school-age children up to four (4) hours of unpaid leave during any 12-month period to participate in activities at their children's school. Forty-eight hours' written advance notice is required. The leave shall occur at a time mutually agreed upon by the employee and the School. The School may require verification of the employee's participation in the school activities. Employees must first use accrued paid time off for this purpose.

13-2. Victims of Domestic Abuse, Sexual Assault, and Related Crimes Leave

An employee is eligible for unpaid time off to obtain or attempt to obtain relief under North Carolina's domestic violence or civil no-contact laws, including instituting civil action and obtaining a protective order or other emergency assistance.

An employee must follow the employer's usual time-off policy or procedure, including advance notice to the employer (when required by the employer's usual procedures), unless an emergency prevents the employee from doing so.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy. No employee will be subject to discharge, demotion, denial of a promotion, or discipline for taking time off under this policy.

13-3. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to a state of emergency as a volunteer firefighter, rescue squad member, or emergency medical services member. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws.

14-1. Time Off for Crime Victims

Employees may take unpaid time off to participate, at the prosecutor's request, in preparation for a criminal or delinquency proceeding or for attendance, pursuant to a subpoena, at a criminal or delinquency proceeding where attendance is reasonably necessary to protect the interests of the victim if they are:

- A victim of the crime or delinquent act at issue in the proceedings;
- The spouse, child, stepchild, sibling, parent, stepparent, grandparent, or other relative of a victim; or
- A victim's representative.

Insight may require proof of the employee's participation in these activities. Whenever possible, employees must provide their supervisor with reasonable notice before taking any time off under this policy.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy. No employee will be subject to termination or discipline for taking leave under this policy.

14-2. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to serve as a volunteer firefighter or emergency medical services provider. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy

14-3. Family Military Leave

Family Military Leave (employers with 50 or more employees)

Eligible employees may take up to ten (10) days (or 80 hours, if less) of unpaid leave when a spouse, child, or person the employee has or had legal custody of is a member of the uniformed services and is called into active duty for a period longer than 30 days, or is injured, wounded, or hospitalized while serving on active duty. The uniformed services includes: the U.S. armed forces; the Ohio organized militia when engaged in full-time national guard duty; the commissioned corps of the public health service; and any other category of persons designated by the U.S. President in time of war or emergency. Leave must occur no more than 2 weeks before or 1 week after the deployment date.

To be eligible, the employee must have worked for the employer at least 12 consecutive months, and must have worked at least 1,250 hours in the 12 months immediately preceding commencement of the leave.

An employee may take unpaid leave under this section if he/she has exhausted all accrued vacation and other leave (except sick leave and disability leave). Benefits will continue during this time, and the employee will remain responsible for paying their portion of the cost of benefits.

14 days' notice must be provided by the employee of his or her intention to take leave if the leave is taken because of a call to active duty, or at least 2 days prior to taking leave if due to an injury, wound, or hospitalization. However, if the employee receives notice from a uniformed services representative that the injury, wound, or hospitalization is critical or life-threatening, leave may be taken without providing notice. Employees may be required to provide the Company with certification from the proper military authority to verify the employee's eligibility for family military leave.

Upon expiration of the leave, an employee will generally be reinstated to his or her position or, if not available, an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. The Company strictly prohibits any form of discrimination or retaliation for exercising rights set forth in this policy.

15-1. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be two (2) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed up to two (2) hours of voting leave on Election Day without loss of pay or retaliation. Where possible, supervisors should be notified of the need for leave in advance of Election Day. Supervisors may specify when leave may be taken.

Section 16 – Tennessee Addendum

16-1. Pregnancy Accommodations

In compliance with Tennessee Pregnant Workers Fairness Act, Insight will make reasonable accommodations for medical needs arising from pregnancy, childbirth or related medical conditions of an applicant for employment or an employee, unless the accommodation would impose an undue hardship on business operations.

The School will not take adverse action against employees in terms, conditions or privileges of employment for requesting or using a reasonable accommodation to the known limitations for medical needs arising from pregnancy, childbirth or related conditions, including, but not limited to, counting an absence related to pregnancy under the attendance policy. The School will not require employees to take leave if another reasonable accommodation can be provided to the known limitations for medical needs arising from pregnancy, childbirth or related conditions.

Reasonable accommodations include but are not limited to:

1. making existing facilities used by employees readily accessible and usable;
2. providing more frequent, longer or flexible breaks;
3. modifying food or drink policy;
4. providing modified seating or allowing employees to sit more frequently if the job requires standing;
5. providing assistance with manual labor and limits on lifting;
6. authorizing a temporary transfer to a vacant position;
7. providing job restructuring or light duty, if available;
8. acquiring or modifying equipment, devices or work stations;
9. modifying work schedules;
10. allowing flexible scheduling for prenatal visits; and
11. providing a private place, other than a bathroom stall, for the purpose of expressing milk.

The School reserves the right, to the maximum extent permitted by applicable law, to request medical certification from a healthcare professional if an individual is requesting a reasonable accommodation related to temporary transfer to a vacant position, job restructuring, light duty or accommodations that require time away from work. The School will engage in an interactive process with the individual to determine if a reasonable accommodation can be provided, absent undue hardship, while the individual is making a good faith effort to obtain the medical certification. The School will not take adverse action against employees related to their need for accommodation while they are engaging in good faith efforts to obtain medical certification.

Any questions about or requests for a reasonable accommodation pursuant to this policy, should be directed to the Head of Human Resources.

16-2. Abusive Conduct Prevention

At Insight all employees have the right to be treated with dignity and respect. Insight does not tolerate and prohibits abusive conduct in the workplace. These behaviors are unacceptable in the workplace and in any work-related settings such as business trips and School-sponsored social functions.

Abusive Conduct Defined

Abusive conduct is defined under this policy as acts or omissions that would cause a reasonable person, based on the severity, nature and frequency of the conduct, to believe that the employee was subject to an abusive work environment, which can include but is not limited to:

- repeated verbal abuse in the workplace, including derogatory remarks, insults and epithets;
- verbal, nonverbal or physical conduct of a threatening, abusive, violent, intimidating or humiliating nature in the workplace; or
- the sabotage or undermining of the employee's work performance in the workplace.

Abusive conduct does not include:

- disciplinary procedures in accordance with adopted School policies;
- routine coaching and counseling, including feedback about and correction of work performance;
- reasonable work assignments, including shift, post and overtime assignments;
- individual differences in styles of personal expression;
- passionate, loud expression with no intent to harm others;
- differences of opinion on work-related concerns; and
- the non-abusive exercise of managerial prerogative.

Reporting Procedures

If employees believe someone has violated this policy, they should promptly bring the matter to the immediate attention of the Head of Human Resources. Every supervisor who learns of any employee's concern about conduct in violation of this policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy, must immediately report the issues raised or conduct to the Head of Human Resources.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct an investigation into the facts and circumstances of any claim of a violation of this policy. Employees who file complaints will not suffer negative consequences for reporting others for inappropriate behavior. To the extent possible, the School will endeavor to keep confidential each party involved in the investigation. However, complete confidentiality may not be possible in all circumstances. Employees are required to cooperate in all investigations conducted pursuant to this policy. The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension or immediate termination.

Retaliation

The School will not tolerate retaliation, including any act of reprisal, interference, restraint, penalty, discrimination, intimidation or harassment against an individual or individuals exercising their rights under this policy.

Employees with questions or concerns regarding this policy should contact the Head of Human Resources.

16-3. Jury Duty Leave

Jury Duty Leave (applies to employers with 5 or more employees)

The Company realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law without retaliation. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court and jury duty lasts less than three (3) hours. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

The Company will provide paid time off, less fees received from the court, while serving on jury duty. Employees will not be required to use accrued paid time off while serving on jury. Exempt employees will be paid as necessary to comply with federal and state wage and hour laws.

16-4. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be four (4) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed up to four (4) hours of voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day (at least before 12:00 p.m. the day before the election). Supervisors may specify when leave may be taken.

Additionally, an employee that is appointed by the county election commission to prepare and maintain voting machines who works full time for the Company is entitled to unpaid leave for the days required to perform technician duties, without being required to use vacation or other PTO for the days performing such technician duties.

16-5. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as a volunteer firefighter or rescue squad worker. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees

will be paid in accordance with federal and state wage and hour laws.

Section 17 - Utah Addendum

17-1. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off working time to vote. Sufficient time is considered to be three (3) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed up to two (2) hours of voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify which hours the employee may be absent, unless the employee requests for time off to be taken at the beginning or end of their shift.

17-2. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as an emergency services volunteer. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees may be required to provide [The Company] with a written statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy.

18-1. Pregnancy Accommodations

In compliance with Virginia law, Insight will provide reasonable accommodation to the known limitations of a person related to pregnancy, childbirth, or related medical conditions, unless the School can demonstrate that the accommodation would impose an undue hardship on the School.

The School will not:

- Take adverse action against individuals who request or use a reasonable accommodation pursuant to this policy, including failure to reinstate any such employee to their previous position or an equivalent position with equivalent pay, seniority, and other benefits when the need for a reasonable accommodation ceases;
- Deny employment or promotion opportunities to an otherwise qualified individual because the School will be required to make reasonable accommodation to the known limitations of such individual related to pregnancy, childbirth, or related medical conditions; or
- Require employees to take leave if another reasonable accommodation can be provided to the known limitations related to the pregnancy, childbirth, or related medical conditions.

The School will endeavor to engage in a timely, good faith interactive process with employees who request an accommodation pursuant to this section to determine if the requested accommodation is reasonable and, if such accommodation is determined not to be reasonable, discuss alternative accommodations that may be provided.

Reasonable Accommodations

Reasonable accommodations may include, but are not limited to:

1. More frequent or longer bathroom breaks;
2. Breaks to express breast milk;
3. Access to a private location other than a bathroom for the expression of breast milk;
4. Acquisition or modification of equipment or access to or modification of employee's seating;
5. A temporary transfer to a less strenuous or hazardous position;
6. Assistance with manual labor;
7. Job restructuring;
8. A modified work schedule;
9. Light duty assignments; and
10. Leave to recover from childbirth.

Any questions about or requests for a reasonable accommodation pursuant to this policy, should be directed to the Human Resources Administrator.

18-2. Reasonable Accommodation for Persons with Disabilities

Reasonable Accommodation For Persons With Disabilities

In accordance with the Virginia Human Rights Act (the "Act"), employees have the right to reasonable accommodations for disabilities and to be free from unlawful discriminatory practices based on disability.

Under the Act, the School may not:

- refuse to make reasonable accommodation to the known physical and mental impairments of an otherwise qualified person with a disability, if necessary to assist such person in performing a particular job, unless the School can demonstrate that the accommodation would impose an undue hardship on the School;
- take adverse action against an employee who requests or uses a reasonable accommodation pursuant to this section;
- deny employment or promotion opportunities to an otherwise qualified applicant or employee because the School will be required to make reasonable accommodation for a person with a disability;
- require an employee to take leave if another reasonable accommodation can be provided to the known limitations related to the disability; or
- fail to engage in a timely, good faith interactive process with an employee who has requested an accommodation pursuant to this section to determine if the requested accommodation is reasonable and, if such accommodation is determined not to be reasonable, discuss alternative accommodations that may be provided.

In determining whether an accommodation would constitute an undue hardship upon the School, the following will be considered:

- hardship on the conduct of the School's business, considering the nature of the School's operation, including composition and structure of the School's workforce;
- size of the facility where employment occurs;
- the nature and cost of the accommodations needed, taking into account alternative sources of funding or technical assistance available by way of the vocational services offered by the state Department for Aging and Rehabilitative Services;
- the possibility that the same accommodations may be used by other prospective employees; and
- safety and health considerations of the person with a disability, other employees and the public.

If employees have any questions about or would like to request a reasonable accommodation pursuant to this policy, they should contact Human Resources.

18-3. Organ Donation Leave

Employees who have worked for the Company for at least one (1) year and worked at least 1,250 hours in the preceding 12 months, may request unpaid time off to donate organs, including bone barrow donation. Employees may take up to sixty (60) business days of leave in any 12-month period to serve as organ donors and up to thirty (30) business days to serve as bone marrow donors.

Leave taken under the donor leave law does not run concurrently with leave taken under the federal Family and Medical Leave Act. However, accrued paid time off may be used during this leave, subject to the terms of the paid time off policy. Employees are required to submit written physician verification that the employee is an organ donor or bone marrow donor and there is a medical necessity for the donation.

Absences taken under the donor leave law will not be considered a break in employment for purposes of seniority, salary adjustments, or accrual of vacation time, sick leave, or other leave benefits. While an employee is on leave, the company will maintain the employee's health benefit coverage. When the employee returns from leave, they will be restored to the same or an equivalent job position as held prior to the leave. The Company prohibits retaliation against any employee that takes leave in accordance with this policy.

18-4. Time Off for Crime Victims

An eligible employee that is a victim of a crime may take unpaid time off from work to be present at all criminal proceedings involving a crime at which a victim has the right or opportunity to appear if:

- the employee has suffered physical, psychological or economic harm as a direct result of the commission of a felony, assault and battery, maiming or driving while intoxicated; or
- the employee has suffered physical, psychological or economic harm as a direct result of the commission of stalking, sexual battery, or attempted sexual battery;
- the employee is the spouse or child of the victim;
- the victim is a minor and the employee is the victim's parent or legal guardian; or
- the victim is physically or mentally incapacitated or was a homicide victim and the employee is the victim's spouse, parent, sibling, or legal guardian.

The employee may take leave only if the employee has provided the employer with a copy of the form provided to the employee by the applicable law-enforcement agency and, if applicable, provided the employer a copy of the notice of each scheduled criminal proceeding that is provided to the employee as victim.

Employees may substitute any accrued vacation, sick or other time off for the leave under this policy. No employee will be subject to discharge or any other adverse personnel action for taking leave under this policy.

Section 19 - Wisconsin Addendum

19-1. Organ and Bone Marrow Donor Leave

Employees may take up to six (6) weeks of unpaid leave in a 12-month period for the purpose of serving as bone marrow or organ donors. Leave may only be taken for the period necessary to undergo and recover from the bone marrow or organ donation procedure.

In order to take leave to serve as a bone marrow or organ donor, employees must provide the School with advance notice of the bone marrow or organ donation in a reasonable and practicable manner. Employees must make a reasonable effort to schedule the bone marrow or organ donation procedure so that it does not unduly disrupt the School's operations (subject to the approval of the bone marrow or organ recipient's health care provider).

Employees may substitute paid time off while taking otherwise unpaid leave under this policy, and the substitution of paid time does not extend the length of leave under this policy. If applicable, this leave also will run concurrently with FMLA and/or applicable state law.

If applicable, the School will maintain group health insurance coverage under the conditions that applied immediately before the leave began. In these cases, the School reserves the right to require the employee to have in escrow with the School an amount equal to the entire premium or similar expense for eight (8) weeks of the employee's group health insurance coverage (which may be paid in equal installments at regular intervals over at least a 12-month period and which the School will deposit in an interest-bearing account).

The School may require certification issued by a health care provider (of either the employee or the bone marrow/organ recipient, as appropriate) which indicates:

- the recipient has a serious health condition that necessitates a bone marrow or organ transplant;
- the employee is eligible and has agreed to serve as a bone marrow or organ donor for the recipient; and
- the amount of time expected to be necessary for the employee to recover from the bone marrow or organ donation procedure.

When employees return from bone marrow and organ donation leave, the School will return them to the position they held immediately before going on leave or, if that position is not available, to an equivalent position with equivalent compensation, benefits, working shift, hours of employment and other terms and conditions of employment. If the employee wishes to return to work before the end of the leave as scheduled, the School will return the employee to the same or a similar position (as described above) within a reasonable time (not to exceed the duration of the originally-scheduled leave).

When employees end their employment with the School, any payments in escrow (as described above) will be returned to them. If employees end their employment during or within 30 days after taking bone marrow and organ donation leave, the School reserves the right to deduct from the amount returned to the employee any premium or similar expense paid for the employee's group health insurance coverage while the employee was on leave under this policy.

19-2. Family and Medical Leave

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA) and/or the Wisconsin Family Leave Act ("WFLA"). This policy provides employees information concerning FMLA and/or WFLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA and/or WFLA leave, they should contact your supervisor or ADP TotalSource.

I. Employees Eligible for FMLA and WFLA Leave

The eligibility requirements under the FMLA and WFLA are set forth below. Employees of the School who do not meet the eligibility requirements for FMLA leave may be eligible only for WFLA leave and vice versa. As applicable, leave under the FMLA and WFLA runs concurrently.

A. FMLA Eligibility

FMLA leave is available to "FMLA eligible employees." To be an "FMLA eligible employee," an employee must: 1) have been employed by the School for at least 12 months (which need not be consecutive); 2) have been employed by the School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

B. WFLA Eligibility

WFLA leave is available to "WFLA eligible employees." To be a WFLA eligible employee, an employee must have worked for ADP TotalSource or an otherwise covered Company* for at least 52 consecutive weeks and have worked at least 1,000 hours in the 52 weeks preceding the commencement of leave.

*** Note that a covered School under the FMLA and WFLA is generally one which employs 50 or more employees.**

II. Employee Entitlements for FMLA and WFLA Leave

As described below, the FMLA and WFLA provide eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA and/or WFLA also entitle employees to certain written notices concerning their potential eligibility for and designation of leave.

A. Basic FMLA and WFLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The WFLA provides eligible employees up to six weeks of unpaid leave during a calendar year if the leave is due to childbirth or adoption, plus an additional two weeks of leave for the employee's serious health condition or to care for a parent, spouse, child with a serious health condition (employees, however, are entitled to no more than a total of eight weeks of family/medical unpaid leave within the 12-month period under the WFLA - see further information below).

The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses their FMLA leave. Thus, when a leave is requested, the School will look back in the relevant time period to determine the amount of available leave as of the date the leave is to begin.]. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth, or placement for adoption (or foster care - FMLA only);

- To care for the employee's spouse, child or parent (and under the WFLA parent-in-law or stepparent) who has a **serious health condition**;
- For the employee's own **serious health condition**); and/or

- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, child or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country (FMLA only).

Under the FMLA, a **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Under the WFLA, a **serious health condition** means a disabling physical or mental illness, injury, impairment or condition involving inpatient care in a hospital, nursing home or hospice, or out-patient care that requires continuing treatment or supervision by a health care provider.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement under the FMLA (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, child, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. FMLA leave to care for a servicemember shall only be available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A **"covered servicemember"** is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA and/or WFLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also may be entitled to take leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member (both FMLA and WFLA) or the serious injury or illness of a covered servicemember (FMLA only) or birth or adoption (WFLA only).

D. Leave Because of the Birth or Placement of a Child

Under the WFLA, leave because of the birth of a child or placement of a child with the employee for adoption must commence within six weeks before or after the birth or adoption. Under the FMLA, leave because of the birth of a child or placement of a child with the employee for adoption (or foster care) must be concluded within the 12-month period beginning on the date of birth or placement.

E. Protection of Group Health Insurance Benefits during FMLA Leave

During leave, eligible employees are entitled to receive group health plan coverage (if applicable on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions, including situations where job restoration of "key employees" will cause the School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement and of their rights in such instances. A "key employee" is defined under the FMLA as an employee among the highest paid 10 percent of all employees who are employed within 75 miles of the worksite. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

As with FMLA leave, at the end of WFLA leave, subject to some exceptions, employees generally have the right to return to the same or equivalent position with equivalent pay, benefits and other terms.

G. Notice of Eligibility for, and Designation of, FMLA and WFLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA and/or WFLA leave with appropriate written notice to employees provided the School's failure to designate leave as FMLA- or WFLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA and/or WFLA protection, the School and employee can mutually agree that leave be retroactively designated as FMLA and/or WFLA leave. **[Note: There is always risk with retroactive designations.]**

III. E Employee FMLA and/or WFLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA and/or WFLA leave must timely notify the School of their need for FMLA and/or

WFLA leave. The following describes the content and timing of such employee notices

1. Content of Employee Notice

To trigger FMLA and/or WFLA leave protections, employees must inform their supervisor or ADP TotalSource (866-400-6011, Option 2 or email: TotalSource.FMLA@adp.com) of the need for FMLA/WFLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA and/or WFLA leave specifically, or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA/WFLA-qualifying.

Calling in "sick," without providing the reasons for the needed leave will not be considered sufficient notice for leave under this policy. Employees must respond to the School's questions to determine if absences are potentially leave-qualifying.

If employees fail to explain the reasons for leave, the leave may be denied. When employees seek leave due to FMLA/WFLA-qualifying reasons for which the School has previously provided FMLA/WFLA-protected leave, employees must specifically reference the qualifying reason for the leave or the need for FMLA and/or WFLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA and/or WFLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the School notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees, who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA and/or WFLA notice obligations, may have leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt the School's operations, subject to the approval of an employee's health care provider. Employees must consult with the School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the School may require employees to attempt to make such arrangements, subject to the approval of the employees' health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave, to the extent permitted by law.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family

Leave)

Depending on the nature of leave sought, employees may be required to submit medical certifications supporting their need for FMLA/WFLA-qualifying leave. As described below, there generally are three types of medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification.**

It is the employee's responsibility to provide the School with timely, complete and sufficient medical certifications. Whenever the School requests employees to provide medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the School (through individuals other than an employee's direct supervisor) may contact the health care provider to authenticate or clarify completed and sufficient medical certifications. If an employee chooses not to provide the School with authorization allowing it to clarify or authenticate the certification with the health care provider, the School may deny leave if the medical certification is unclear.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a family member's serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee, to the extent permitted by applicable law.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, an employee returning to work from leave that was taken because of their own serious health conditions that made the employee unable to perform their job must provide the School medical certification confirming the employee is able to return to work and the employee's ability to perform the essential functions of the employee's position, with or without reasonable accommodation, to the extent permitted by law. The School may delay and/or deny job restoration until the employee provides a return to work/fitness for duty certification, subject to applicable law.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the School may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA and WFLA Leave

Employees must use any accrued paid time while taking unpaid FMLA and/or WFLA leave (unless the School specifically informs employees that this will not be required). The substitution of paid time for unpaid FMLA and/or WFLA leave time does not extend the length of FMLA and/or WFLA leaves and the paid time will run concurrently with an employee's FMLA and/or WFLA entitlement.

During the leave, employees may be eligible for compensation, such as temporary disability benefits, family leave benefits or workers' compensation benefits. Any compensation or leave taken in connection with any other policy/plan shall run concurrently with any FMLA/WFLA leave entitlement.

F. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless the School notifies employees of other arrangements, whenever employees are receiving pay from the School during leave, the School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working. If leave is unpaid, employees must pay their portion of the group health premium through a method determined by the School upon leave.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA leave.]

G. Report Periodically Concerning Intent to Return to Work

Employees must contact ADP TotalSource at 1-844-448-0325 periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA and/or WFLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School or ADP TotalSource at 1-844-448-0325 or email: Leaves@adp.com with reasonable notice (i.e., within two

business days) of the employee's changed circumstances and new return to work date). If employees give the School unequivocal notice of their intent not to return to work, the School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions cease.

IV. Coordination of FMLA/WFLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights such as the WFLA. However, whenever permissible by law, the School will run FMLA leave concurrently with WFLA and any other leave provided under state or local law. For additional information concerning leave entitlements and obligations that might arise when FMLA/WFLA leave is either not available or exhausted, please consult the School's other leave policies in this Handbook or your supervisor or ADP TotalSource.

V. Questions and/or Complaints about FMLA/WFLA Leave

If you have questions regarding this FMLA/WFLA policy, please contact your supervisor or ADP TotalSource at 1-844-448-0325 or email: Leaves@adp.com). The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA/WFLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their rights have been violated, they should contact ADP TotalSource immediately. The School will investigate any complaints and take prompt and appropriate remedial action to address and/or remedy any violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

19-3. Leave for Emergency Responders

Eligible employees who are volunteer firefighters, emergency medical technicians, first responders or ambulance drivers for a volunteer fire department, a public agency or a nonprofit corporation ("volunteer provider") are eligible for unpaid leave to respond to an emergency prior to the time they are to report to work.

Employees who become a member of a volunteer provider must notify Insight in writing within 30 days that they are a volunteer firefighter, emergency medical technician, first responder or ambulance driver. Additionally, if the employee's status changes, including termination of that status, the employee must notify the School of the change in status.

Employees who are going to be late or absent from work due to an emergency that involves their service as a volunteer firefighter, emergency medical technician, first responder or ambulance driver, must make every effort to notify the School that they may be late or absent from work due to the emergency. If prior notification is not possible, the employee must provide a written statement from the chief of the volunteer fire department or person in charge of the ambulance service explaining why prior notification was not possible. Following being late or absent from work due to responding to an emergency, employees must provide a written statement from the chief of the volunteer fire department or person in charge of the ambulance service certifying that they were responding to an emergency and indicating the date and time of the response to the emergency.

19-4. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as a volunteer firefighter, emergency medical technician, first responder, or ambulance driver. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws.

20-1. Time Off for Crime Victims

An eligible employee may take unpaid time off from work to respond to a subpoena in a criminal case if the employee:

- has suffered direct or threatened physical, emotional or financial harm as the result of the commission of a criminal act;
- is a family member of a victim who is a minor or an incompetent; or
- is a surviving family member of a homicide victim.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy.

No employee will be subject to retaliation for taking leave under this policy.

General Handbook Acknowledgment

This Employee Handbook is an important document intended to help employees become acquainted with Insight. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because the School's operations may change, the contents of this Handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management.

Please read the following statements and sign below to indicate your receipt and acknowledgment of this Handbook.

I have received and read a copy of Insight's Employees Handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the School at any time.

I further understand that my employment is terminable at will, either by myself or the School, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind.

I understand that no representative of Insight other than the Head of School or the Human Resources Administrator may alter "at will" status and any such modification must be in a signed writing.

I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of the School's Employee Handbook.

Employee's Printed Name: _____

Employee's Signature: _____

Position ID: _____

Date: _____

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

[redacted]

It is Insight's policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and pregnancy-related conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information ,or any other characteristic protected by applicable federal, state, or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by Insight.

The purpose of this policy is not to regulate any employee's personal morality, but to ensure that no one harasses another individual in the workplace, including while on School premises, while on School business (whether or not on School premises) or while representing the School. In addition to being a violation of this policy, harassment or retaliation based on any protected characteristic as defined by applicable federal, state, or local laws also is unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted, or testified in an investigation or proceeding involving a complaint of sexual harassment as defined by applicable federal, state, or local laws are unlawful.

Harassment Defined

Harassment generally is defined in this policy as unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.). Such conduct violates this policy, even if it does not rise to the level of a violation of applicable federal, state, or local laws. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment; or
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;
9. Unwelcome sexually related comments;
10. Conversation about a person's own or someone else's sex life;
11. Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Reporting Procedures

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the Head of School. If the employee is unable for any reason to contact this person or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Human Resources Administrator. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in the reporting hierarchy.

Investigation Procedures

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. All employees must cooperate with all investigations conducted pursuant to this policy.

Retaliation Prohibited

In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee has been subjected to any such retaliation, the employee should report it in the same manner in which the employee would report a claim of perceived harassment under this policy.

Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including termination.

I have read and I understand Insight's Non-Harassment Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Position ID: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT #9

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: Family Engagement Policy

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the Family Engagement Policy.

BACKGROUND: The Family Engagement Policy outlines how the school meets Title I, Part A family engagement requirements under the Every Student Succeeds Act, Section 1116. Developed with input from educational partners, the policy defines how the school and families will partner to support student success. It includes a school-parent compact that details shared responsibilities for helping students meet academic standards.

BUDGET IMPLICATIONS: There are no budget implications

RECOMMENDATIONS: It is recommended that the Governing Board approve the Family Engagement Policy.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Morgan Vincent
Academic Administrator

PRESENTED BY:
Morgan Vincent
Academic Administrator

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:_____** **Date: _6/25/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					X
Shelly Hess	X				X	

Title I, Part A Single-School Local Educational Agency (LEA) Family Engagement Policy

Insight at San Diego with parents and family have jointly developed, mutually agreed upon, and distributed to the parents of children a written parent and family engagement district-level policy requirements (Every Student Succeeds Act [ESSA] Section 1116[a][2]) and school-level policy requirements (ESSA sections 1116[b] and [c]).

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

Parents and family members are actively involved in the development of the Title I, Part A Parent and Family Engagement Policy through multiple ongoing opportunities for input and collaboration. The school ensures that all information related to parent programs, meetings, and other relevant activities is shared with families in a format and a language they can understand, including providing translated documents as needed.

The board-approved policy is distributed to parents of participating children through ParentSquare, our schoolwide communication platform, and posted on the school's website for easy access by both families and the broader community. The policy is reviewed and updated regularly through Educational Partner meetings, which include parents, community members, students, and staff. Additionally, the school gathers input throughout the year during Educational Partner Engagement meetings and through surveys sent to parents and students. Feedback and data collected from these efforts are used to guide revisions and ensure the policy reflects the needs and priorities of families and the school community.Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

As part of our annual process of developing our school plan for federal programs (Local Control Accountability Plan), CA Ed Code 47606.5(d) and 52062(a)(1) is followed. A Parent Advisory Committee, comprised of both parents and students, meets twice a year to review the Local Control and Accountability Plan (LCAP) and provide feedback to the Head of School. In addition to these meetings, Educational Partner Engagement meetings are conducted throughout the school year, and surveys are distributed to gather input from teachers, staff, parents, and students. This collaborative process ensures meaningful consultation in the development and annual update of the LCAP.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic

organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

As a single-school LEA, the coordination, technical assistance, and capacity-building efforts related to parent and family engagement are centralized and tailored to meet the specific needs of the school community. The LEA employs dedicated support staff who collaborate closely with school personnel and parents to develop goals, programs, and training opportunities that enhance family involvement and ultimately improve student academic achievement and school performance.

Support staff serve as vital liaisons between families, the school, and community agencies, ensuring parents have access to resources and services that support student success. Among these staff, the Media and Community Liaison plays a key role in building a supportive network for learning coaches (parents/guardians), offering regular support sessions, and connecting families to school-related events and resources, both virtual and in-person, to increase engagement and foster a sense of belonging within the school community.

The RAISE Team (Retention and Academic Intuitive Support Experts) provides essential technical assistance by training learning coaches on all aspects of the online school platform, ensuring that families are equipped to support their students effectively in a virtual learning environment.

Oversight of these efforts is provided by the Academic Administrator, who ensures the implementation of federally required parent involvement activities, including:

- Convening the annual Title I parent meeting to inform families about Title I programs and services.
- Holding school meetings to discuss the school's Title I status and to involve parents in the development and review of the Parent and Family Engagement Policy.
- Collaborating with parents to create and distribute the Parent and Family Engagement Policy and School-Parent Compact, which outlines shared responsibilities for supporting student learning and outlines the school's academic program.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a[[2][C]):

With the support of the RAISE Program funded through Title I and LCFF Supplemental funds, the school provides resources aimed at enhancing family engagement. These resources include online parent resources and video tutorials, workshops, orientations

for new student and families, engagement support coaching, social platforms for parents, learning coaches and students, and meetings designed to encourage connection and support active family engagement in students' learning and academic success.

Describe how the LEA will 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 all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

- Parent/Student Surveys: Parents and students are invited to provide feedback regularly throughout the school year via surveys. These surveys gather insights on parent satisfaction, engagement opportunities, and perceptions of academic support.
- Individual Connections: Academic Advisors (AA) engage in direct connections to students each month. These individualized connections offer an opportunity for students to feel connected to their school, class, and teacher building a foundation for learning
- Cougar conferences are held each trimester across all grade levels.
- Graduation plans are shared each year beginning in 9th grade. HS counselors make sure that students review the grad plan once per year, but many counselors review them each term to make sure they are on track.
- Policy Review by Educational Partners: The Parent and Family Engagement Policy is reviewed annually with educational partners, including parents, teachers, staff, and community stakeholders. Feedback gathered from these reviews will inform updates to the policy, ensuring it remains responsive to the needs of students and families.

This multi-pronged approach ensures the LEA remains responsive to family feedback, continuously refines engagement practices, and upholds its commitment to improving academic outcomes for all students.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

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.

Feedback from meeting:

The following barriers were identified:

- Tutor.com program and difficulty accessing the resource has been identified as a barrier, but as since been resolved.
- Parents also shared that student shyness is a common barrier to success.

Parent and Student Feedback Synopsis Provided from Surveys:

Overall:

- A majority of students feel connected to the school already and express satisfaction with its current support systems.
- Many responses affirm that nothing more needs to be done as students feel engaged, supported, and connected as is.
- Many responses emphasize that nothing more is needed—students feel supported, engaged, and happy with their learning experience.
- A few responses indicate neutral or uncertain perspectives, suggesting that while they may not be deeply connected, they aren't dissatisfied either.

Unique Perspectives:

- A few students recognize that online learning inherently limits school connections but say they are still happy with their experience.
- Some express a preference for not feeling connected to the school and are simply there for their education.
- Others highlight that the existing structure works well, and the school already makes efforts to support students.

Key Takeaways:

- The school is doing well in fostering student connections.
- Opportunities for improvement include more social engagement, consistency in teacher assignments, and some real-world applications.
- Given the online nature, student expectations vary, with some prioritizing education over social connection.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

Based on findings from the annual evaluation of the content and effectiveness of parent and family engagement activities (ESSA Section 1116(a)(2)(D)(i-iii), Insight will implement targeted, evidence-based strategies to strengthen home-to-school connections. Survey data indicated that families prefer consistent, streamlined communication across multiple platforms. As a result, Insight will expand the use of high-engagement tools such as ParentSquare, the Learning Coach Community, and

school newsletters to foster more inclusive and accessible communication with learning coaches and parents.

To ensure this strategy remains responsive and impactful, Insight will use ongoing parent feedback and participation metrics to assess its effectiveness. If these evaluations suggest that current practices are not sufficiently engaging families or supporting student outcomes, Insight will revise the Parent and Family Engagement Policy (ESSA Section 1116(a)(2)(D)(i-iii) to reflect new approaches informed by data. This may include diversifying communication strategies, offering additional multilingual resources, or providing additional training and support for families to navigate school platforms effectively.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

Insight's Parent and Family Engagement Policy Implementation

To ensure meaningful parent and family involvement under Title I, Part A, Insight has established a Parent Advisory Committee composed of a representative group of parents and learning coaches from across our student population. This committee meets at least twice annually to provide input on student and family needs, share feedback on school initiatives, and collaborate on continuous improvement efforts.

These meetings serve as a platform for families to engage in the development, revision, and review of Insight's Parent and Family Engagement Policy. Through open dialogue and shared decision-making, the committee helps ensure that the policy reflects the diverse perspectives and evolving needs of the communities we serve. Insight is committed to fostering a culture of partnership where families are empowered as key educational partners in student success.

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Parents are invited to participate in Educational Partner Engagement meetings and are encouraged to complete surveys as an additional way to share their input. These

surveys are accessible via links integrated with tools like ParentSquare. Results allow Insight Schools to identify key themes such as barriers to attendance or engagement, enabling Insight to implement targeted solutions and monitor their impact over time.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Parents and family members of students participating in Title I, Part A programs can help revise the school's Parent and Family Engagement Policy by attending an LCAP Parent Advisory Committee meeting, participating in an educational partner meeting, or providing feedback through a survey

Describe how the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Insight at San Diego maintains a district-wide Parent & Family Engagement Policy that applies to all families across its schools. The policy ensures consistent access to communication, decision-making opportunities, and resources.

To amend the policy (ESSA 1116[b][3]), Insight gathers educational partner input through surveys and advisory committees, drafts revisions, and posts updates for additional feedback. Final amendments are approved by the Governing Board and shared with families and staff to ensure transparency and alignment with evolving student and family needs.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Parents and family members of children participating in Title I, Part A programs may provide input if they find the LEA plan under ESSA Section 1112 to be unsatisfactory. Feedback can be submitted during informational sessions, through written comments, or during Parent Advisory Committee meetings. All parent feedback is documented and submitted to the Head of School for review and consideration. In accordance with ESSA

Section 1116(b)(4), Insight includes these parent comments when submitting the plan to the State.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

The annual meeting is held online via Zoom by the Academic Administrator or designee.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

The annual meeting is offered multiple times online, and all information from the meeting is made available to parents afterward along with follow-up documents and resources. A survey is also provided so parents can give feedback, even if they are unable to attend a live session. The meeting is translated into Spanish.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The school engages parents and family members of participating students through virtual meetings and surveys. In addition to the LCAP Parent Advisory Committee, the school organizes Educational Partner Engagement meetings. These aim to inform families about funding and gather their feedback. For parents unable to attend, surveys are distributed. Parents can also submit feedback to the Academic Administrator directly via phone or email.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part

A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116[c][4][A-C])

Insight provides parents and family members of children participating in Title I, Part A programs with timely and comprehensive information regarding their child's education and progress. This is achieved through regular communication with parents about key topics, including the challenging state academic standards, state and local academic assessments, and the overall requirements of Title I programs.

Teachers hold regular check-ins with parents to discuss student progress, including providing Star 360 assessment results, updates on students' instructional-level assignments, and guidance on how to track progress through the online learning platform. Additionally, progress reports are given to students halfway through each trimester and report cards at the conclusion of each trimester.

Communication from school leaders ensures parents are kept informed about state standards, academic expectations, and testing requirements, fostering a strong partnership between home and school.

Furthermore, Insight offers opportunities for parents to engage in regular meetings where they can provide suggestions and participate in decisions regarding their child's education. Insight responds to these suggestions promptly, ensuring that parents are actively involved in supporting their child's academic success.

Insight at San Diego Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs in June 2025. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before January 1st.

Morgan Vincent, Academic Administrator

Name and Title of Authorized Official

Insert signature of Authorized Official

Signature of Authorized Official

Enter Date

Date

California Department of Education
May 2020

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

APPROVED

BOARD REPORT #11

VIA: INSIGHT STAFF
June 25, 2025

SUBJECT: 2025-2026 Parent Student Handbook

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the Parent Student Handbook for the 2025-2026 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 2025-2026 Parent Student Handbook.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Kimberly Odom
Head of School

PRESENTED BY:
Morgan Vincent
Academic Admin

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date: _6/25/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					X
Shelly Hess	X				X	

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Insight Schools of California
Parent/Student Handbook
2025-2026

Insight Schools of California
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This Parent Student Handbook and all policies herein was reviewed and approved by the charter school board June _____.

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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

2025-2026 Academic Calendar

First Day of School (Start of Trimester 1)	August 14, 2025
Labor Day	September 1, 2025
Columbus Day	October 13, 2025
Veterans Day	November 11, 2025
End of Trimester 1	November 5, 2025
Non-Instructional Days	November 6-7 , 2025
Start of Trimester 2	November 10, 2025
Thanksgiving Break	November 24 – December 1, 2025
Winter Break	December 22, 2025 – January 2, 2026
Martin Luther King's Day	January 19, 2026
Presidents' Day	February 16, 2026
End of Trimester 2	February 26, 2026
Non-Instructional Days	February 27-March 2, 2026
Start of Trimester 3	March 3, 2026
Spring Break	April 6-13, 2026
CAASPP Testing (state testing)	April 27-May 29, 2026
Memorial Day	May 25, 2026
Last Day of School (End of Trimester 3)	June 5, 2026

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.

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 facilities 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 n 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

Student 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 2025-2026 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.

Beginning of Year Test	Middle of Year Test	End of Year Test Window
8/1/25-11/30/25	12/1/25-3/31-26	4/1/26-6/12/26

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 1 (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.legislature.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 connect s 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.

- TheHead 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 refe rral 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 116(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