

AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
Insight at San Joaquin
February 27, 2026
12:00 P.M.

ORIGINAL

Primary Location:

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

Conference call: (720) 707-2699

Meeting ID: 627 467 9928

Alternate Locations:

2917 Rosewood Drive, Lodi, CA 95242

31400 South Koster Rd Tracy, CA 95304

744 Sawtooth St, Manteca CA 95337

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

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

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the 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. In the event a member of the public speaks to the Board in a language other than English, their allowed public comment time will be doubled to allow time for translation of their comments.
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. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

Insight at San Joaquin does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures or 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 to participate in Board meetings are invited to contact Insight at San Joaquin office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 12:01 P.M.

B. ROLL CALL

	Present	Absent
Ms. Deanna Vallerga	<u> X </u>	<u> </u>
Mr. Erik Kautz	<u> X </u>	<u> </u>
Ms. Kelly Nelson	<u> X </u>	<u> </u>

C. FLAG SALUTE

- Led by Samantha (Student)

NOTICE OF PUBLIC HEARING

TIME AND DATE: February 27, 2026 12:00 PM
During its Regular Board Meeting

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

SUBJECT: 1) Local Control Accountability Plan
2) California Virtual Educators United Initial Proposal for 2026-2027 negotiations with Insight at San Joaquin

- **Article 13 - Compensation**
- **Article 11 - Work Day**
- **Article 10 - Leaves of Absence**

Opening of Public Hearing: 12:04 PM

Closing of Public Hearing: 12:06 PM

II. COMMUNICATIONS

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

B. For Information: Director's Report

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

- Katrina Mohamed: Update on Canvas and PowerSchool – all systems have remained stable, K12 teams meet with vendors to enhance and release new things in the system, majority of shipments and supplies are arriving within expected window.

Deanna thanked Katrina and her team for the updates and appreciates the work they are doing for our schools.

- Morgan Vincent: Morgan shared a review of the Director's Report. Current enrollment includes 48 students in 9th grade, 131 in 10th grade, 157 in 11th grade, and 123 in 12th grade, for a total of 459 students. Of these, 97 students (21.1%) receive Special Education (SPED) services, 75 students (16.3%) are English Learners, and 96 students (20.9%) are Trimester 3 enrollees. The internal ongoing attendance rate as of February 20 is 91.6%, with 63 potential graduates. Morgan noted that Trimester 2 closes on February 26, and preparations are underway to launch Trimester 3 on March 3. The school conducted a mid-year assessment data review and shared results with staff and families, launched summative ELPAC testing, and is preparing for CAASPP testing in April, including ensuring student equipment is functioning and up to date. Coaching and team meetings continue to focus on increasing rigor and depth of knowledge, and ongoing data meetings (DDI and EGO) are being held at every level of school staff.

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

- LCAP mid-year review
- Morgan Vincent: shared summary

- Erik asked whether the school knows what factors are driving growth in reading and math. Morgan explained that improvements have been the result of a combination of changes over several years, and the school is still identifying the most impactful strategies. In math, course offerings have been adjusted over the last few years to engage students more effectively. Integrated Math, introduced last year, has been particularly successful. Additionally, the school has raised the rigor of its classes, demonstrating to students that the staff believes in their abilities. This increased rigor has

encouraged teachers to push students to higher levels and has motivated students to perform better. Morgan also noted that the intervention program has contributed to these improvements, with recent successes reflecting its positive impact.

- D. Approval of Previous Board Meeting Minutes
- Minutes from 12/11/25, Regular Meeting
 - Minutes from 01/09/26, Special Meeting
 - Moved: Deanna
 - 2nd: Erik

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

Local Control Accountability Plan

BDRPT 01

- Erik asked whether Canvas is the main platform for students. Kimberly explained that it is, but that Engagely is used to run live courses. She described how live classes and courses function, and what aspects of instruction are managed through Canvas. Erik asked if there are any pre-recorded sessions. Kimberly explained that students are expected to attend live courses, but teachers do record sessions so students can review them if needed. Students also access their independent coursework through Canvas, while live classes are conducted on the Engagely platform. Erik then asked whether K12 is used. Katrina Mohammed explained that K12 is used to provide our curriculum and is used for student records

APPROVED

FY 2025-26 Second Interim Budget Update

- No questions asked.

BDRPT 02

APPROVED

Ratification of Disbursements

- No questions asked.

BDRPT 03

APPROVED

B. PERSONNEL

None

C. INSTRUCTION AND CURRICULUM

School Accountability Report Card

- No questions asked.

BDRPT 05

APPROVED

Immigration Compliance, Enforcement Response, and Student Protection Policy BDRPT 06

- No questions asked.

APPROVED

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at _12:45_P.M.

To: Kimberly Odom, Head of Schools

Date: February 13, 2026

From: Marla Friedler, Insight-CVEU Bargaining Team

The Insight Bargaining team of CVEU submits the following as our sunshine proposal as per EERA §3547 for our contract between the CVEU and Insight Schools of California.

1. Article 13: Compensation
2. Article 11: Work Day
3. Article 10: Leaves of Absence

APPROVED

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

BOARD REPORT #01

VIA: INSIGHT STAFF
February 27, 2026

SUBJECT: Local Control Accountability Plan

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

BACKGROUND: After reviewing the Local Control Accountability Plan implementation with educational partners, it was determined that updates were necessary. A summary of the updates and the updated plan are attached.

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

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

RESPECTFULLY SUBMITTED

Kimberly Odom

Head of School

PREPARED BY:

Krista Mount

Director of Categorical Programs

PRESENTED BY:

Krista Mount

Director of Categorical Programs

Francis "Paco" Burke

Chief Business Official

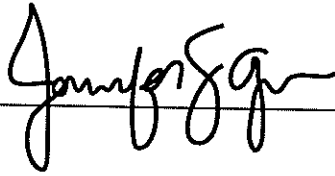
Ayes: 2

No: 0

Abstain: 1

Approved: Yes

Witnessed:



Date: 2/27/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Deanna Vallerga	X				X	
Erik Kautz			X			
Kelly Nelson	X					X

Summary of LCAP Updates

Supplemental & Concentration Grant Funding, including prior year carryover

Estimated enrollment and P2 ADA for 2025-26 school year decreased significantly compared to adopted 2025-26 LCAP budget

Goal 4, Action 1

Removed RAISE team hiring placeholders that were initially budgeted in 2025-26 approved LCAP budget based on enrollment growth.

LCFF Supplemental and Concentration Financial Report 2025-2026

Summary of changes from Board Approved LCAP Budget (Approved June 2025)

February 2026 Board Update

	Board Approved 2025- 26 LCAP Budget	Revised 2025- 26 LCAP Budget Update	Increase (Decrease)
S&C Funding	ISSJ	ISSJ	ISSJ
FY26 S&C Funding	\$ 977,610	\$ 833,346	\$ (144,264)
FY25 Carryover %	7%	7%	0%
FY25 Carryover \$\$	\$ 367,065	\$ 329,481	\$ (37,584)
Total FY26 S&C Funding	\$ 1,344,675	\$ 1,162,827	\$ (181,848)
MPP%	25%	25%	0%
S&C Expenditures	ISSJ	ISSJ	ISSJ
(Insight) Professional Development	\$ 3,986	\$ 1,185	\$ (2,801)
(Insight) Instructional Coaching	\$ 46,530	\$ 60,947	\$ 14,417
(Insight) Math/ELA Intervention	\$ 2,068	\$ 2,068	\$ -
(Insight) Instructional Support	\$ -	\$ -	\$ -
(Insight) CTE - Stride Career Prep	\$ 11,348	\$ 10,046	\$ (1,302)
(Insight) Summer School	\$ 21,339	\$ 10,554	\$ (10,785)
(Insight) Language Support (EL)	\$ 3,244	\$ 5,101	\$ 1,857
(Insight) Engagement	\$ 69,016	\$ 98,785	\$ 29,769
(Insight) Social Emotional Learning, Prevention, and Intervention	\$ 34,240	\$ 46,525	\$ 12,286
(Insight) Student ISP Reimbursement	\$ 28,449	\$ 31,338	\$ 2,889
(Insight) High-Quality Teachers	\$ 360,412	\$ 354,187	\$ (6,225)
(Insight) Equity, Access, & Accountability	\$ 38,222	\$ 52,587	\$ 14,364
(Insight) New Staff Training	\$ -	\$ -	\$ -
(Insight) RAISE Team	\$ 150,159	\$ 171,261	\$ 21,102
(Insight) Academic Data Coordinator	\$ 26,999	\$ 34,907	\$ 7,908
(Insight) ELD Services	\$ 130,386	\$ 177,321	\$ 46,935
(Insight) Math & ELA Intervention	\$ 63,646	\$ 57,931	\$ (5,715)
Total S&C Expenditures	\$ 990,043	\$ 1,114,744	\$ 124,701
Planned Percentage to Increase Services	19%	24.3%	5.7%
S&C Improved Services	ISSJ	ISSJ	ISSJ
	\$ -	\$ -	\$ -
TOTAL Planned Percentage to Improve Services	0%	0%	0%
TOTAL Planned Percentage to Increase or Improve Services	18.62%	24.30%	5.68%
FY26 Carryover %	6.67%	1.05%	-5.62%
FY26 Carryover \$\$	\$ 354,632	\$ 48,083	\$ (306,549)

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight at San Joaquin

CDS Code: 39-68627-0133116

School Year: 2025-26

LEA contact information:

Morgan Vincent

Academic Administrator

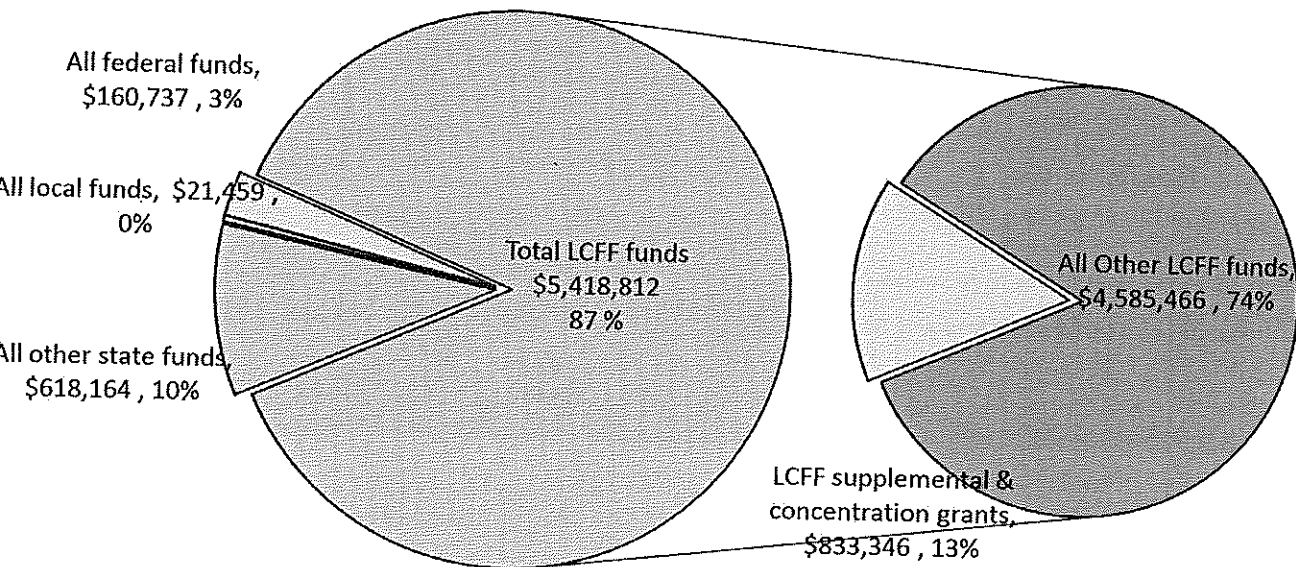
movincent@k12insightca.org

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

Projected Revenue by Fund Source

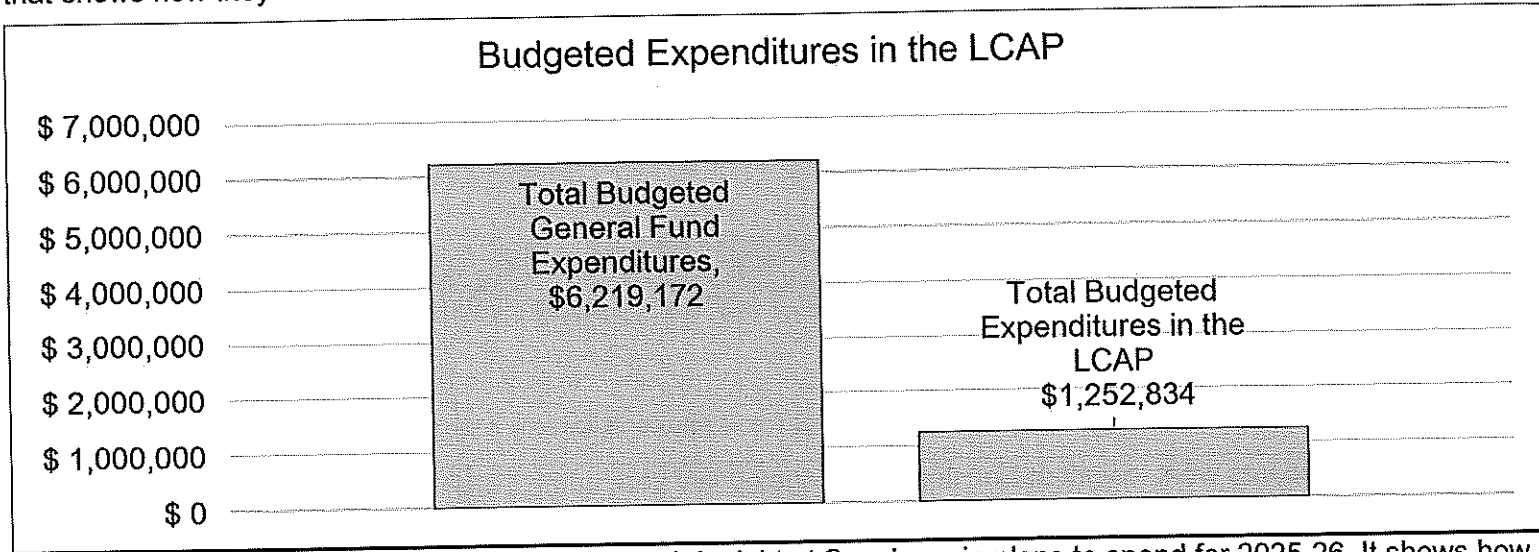


This chart shows the total general purpose revenue Insight at San Joaquin expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight at San Joaquin is \$6,219,172, of which \$5,418,812 is Local Control Funding Formula (LCFF), \$618,164 is other state funds, \$21,459 is local funds, and \$160,737 is federal funds. Of the \$5,418,812 in LCFF Funds, \$833,346 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Insight at San Joaquin plans to spend for 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 Joaquin plans to spend \$6,219,172 for the 2025-26 school year. Of that amount, \$1,252,834 is tied to actions/services in the LCAP and \$4,966,338 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

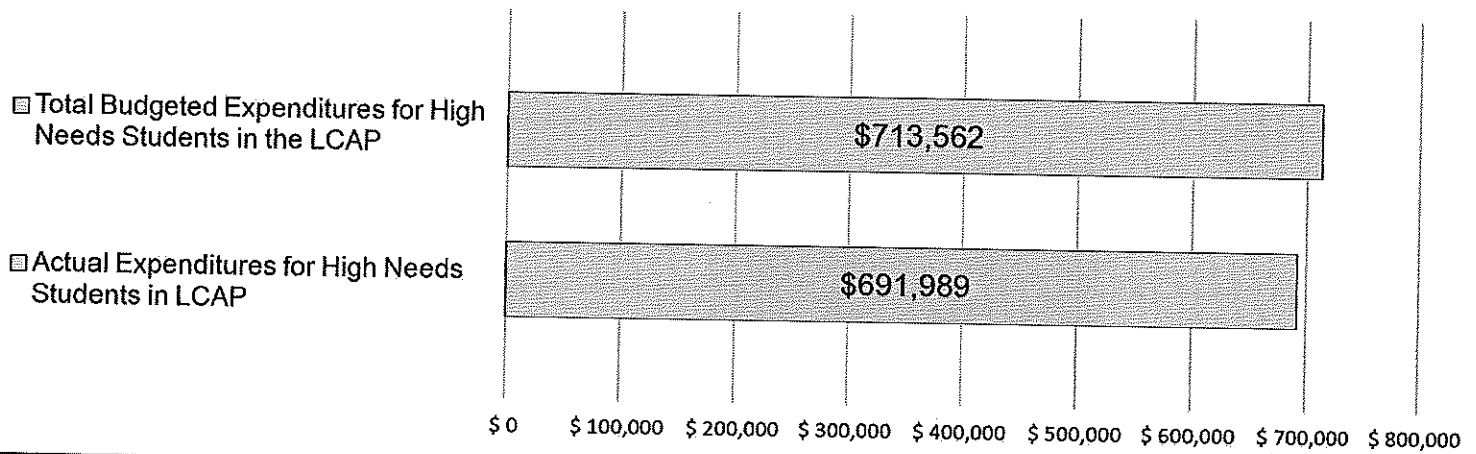
In 2025-26, Insight at San Joaquin is projecting it will receive \$833,346 based on the enrollment of foster youth, English learner, and low-income students. Insight at San Joaquin must describe how it intends to increase or improve services for high needs students in the LCAP. Insight at San Joaquin plans to spend \$1,114,743 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2024-25, Insight at San Joaquin's LCAP budgeted \$713,562 for planned actions to increase or improve services for high needs students. Insight at San Joaquin actually spent \$691,989 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$21,573 had the following impact on Insight at San Joaquin's ability to increase or improve services for high needs students:

The difference between what the School budgeted vs what was and will be spent is very minor. The School will carry forward and will utilize unspent funds in 2025-26 to provide additional programs and services that focus on core services for high needs students.

Local Control and Accountability Plan

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

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

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

Student Demographics (Fall 2024):

- 19.5% English Learners (51 students)
- 0.4% Foster Youth (1 student)
- 2.3% Homeless (6 students)
- 69.7% Socioeconomically Disadvantaged (182 students)
- 21.5% Students with Disabilities (56 students)
- 79.23% Unduplicated Students (248 students)

Total Enrollment: 261 Students

Student Demographics (Fall 2023):

- 18.6% English Learners (35 students)
- 3.2% Homeless (6 students)
- 58.5% Socioeconomically Disadvantaged (110 students)
- 22.3% Students with Disabilities (42 students)

74.33% Unduplicated Students

Total Enrollment: 188 Students

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

Mission Statement: Insight @ San Joaquin is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our school provides students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight @ San Joaquin's at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at-risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

Reflections: Annual Performance

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

CAASPP is indicated Red in ELA and in math. In ELA, all students performed 82.7 points below standard, representing a decline of 13.2 points. The subgroups of English Learners (118.1 points below standard), Hispanic students (86.5 points below standard), and students with disabilities (147.2 points below standard) performed below all students. In math, all students performed 175.3 points below standard, representing a decline of 32.1 points compared to prior year. The subgroups of English Learners (241.3 points below standard), Hispanic students (206.3 points below standard), and students with disabilities (221.4 points below standard) performed below all students. While the subgroup of socioeconomically disadvantaged students performed better than all students in math (144.5 points below standard), there is a significant need to increase math achievement across all students.

The school is indicated as Orange in the College and Career Indicator, and is Orange in the Hispanic, socioeconomically disadvantaged, and White subgroups as well.

In local assessment data, in reading, overall 54.76% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics. The subgroups of English learners (62.16%) and homeless youth (88.89%) are achieving higher levels of growth than the overall population, while the subgroups of Hispanic (54.44%) and students with disabilities (53.45%) are achieving lower levels of growth than all students. In math, overall 55.39% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics. The subgroups of Hispanic (59.09%), homeless youth (66.67%) and students with disabilities (56.6%) are performing at higher levels of growth than all students, but English Learners (47.22%) are performing significantly lower than all students. English learner progress on the dashboard is at 36.7%, an increase of 3.4% compared to the prior year.

Graduation rate is indicated as Yellow for all students, as well as for Hispanic, socioeconomically disadvantaged, and White student subgroups, and there is an increase of 14.6%. Students with disabilities are indicated as Red on the dashboard, but increased 7.1% from the previous year.

Suspension rate maintained at 0%.

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

CAASPP ELA: all students

CCI: all students, Socioeconomically disadvantaged, Students with disabilities Hispanic, White
Graduation Rate: all students, Socioeconomically disadvantaged, Students with disabilities Hispanic, White

Student groups within a school with the lowest performance level on one or more indicators on the 2024 Dashboard:

CAASPP ELA: all students

CAASPP Math: all students

CCI: Students with disabilities

Graduation Rate: Students with disabilities

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 Joaquin is eligible for Differentiated Assistance for Students with Disabilities in the areas of pupil engagement (CCI and Graduation Rate)

Insight at San Joaquin worked with the San Joaquin 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- 7% increase in graduation rate from the previous school year, ASVAB testing options, dual enrollment options created during the 2024-2025 school year.

Areas of Growth- As a DASS school we do not offer AP courses and do not meet A-G requirements; students are typically enrolled in courses outside of their grade band, leading to lower test scores (test scores used for CCI calculations). Need for graduation coaches to support students who are potential graduates.

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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.

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.

Goal

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

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard:
 CAASPP ELA: Socioeconomically disadvantaged
 CAASPP Math: Hispanic & White
 CCI: African American, English learners, Students with disabilities, White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	4A ELA SBAC Points from Standard	Overall: 69.5 below Hispanic: 73.7 below Socioeconomically Disadvantaged: 96 below White: 70.1 below	Overall: 82.7 below Hispanic: 86.5 below Socioeconomically Disadvantaged: 76.4 below Sped: 147.2 below		Increase by at least 25 points overall and in all subgroups	Overall: -13.2 Hispanic: -12.8 Socioeconomically Disadvantaged: +19.6
1.2	4A Math SBAC Points from Standard	Overall: 143.3 below Hispanic: 156.3 below Socioeconomically Disadvantaged: 143 below White: 156.3 below	Overall: 175.3 below Hispanic: 206.3 below Socioeconomically Disadvantaged: 144.5 Sped: 221.4 below		Increase by at least 25 points overall and in all subgroups	Overall: -32 Hispanic: -50 Socioeconomically Disadvantaged: -1.5
1.3	4A CAST % Meet/Exceed	Overall: 19.42% African American: 25% Asian: 18.18% Hispanic: 11.76% Socioeconomically Disadvantaged: 15.59% Sped: 0% White: 20.59%	Overall: 18.45% (22.7 below standard) Hispanic: 13.46% (24.4 below standard) Socioeconomically Disadvantaged: 17.57% (20.7 below standard) Sped: 8.34% (29.9 below standard) White: 26.31%		Increase by at least 15% overall and in all subgroups	Overall: +0.97% Hispanic: -1.7% Socioeconomically Disadvantaged: -1.98% Sped: -8.34% White: -5.72%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	4B, C, D, G, H CCI % Prepared	Overall: 0.60% African American: 0% EL: 0% Hispanic: 1.60% Homeless youth: 5% Socioeconomically Disadvantaged: 0.70% White: 0% CCI Details a-g Completion 0.0% CTE Pathway Completion 0.0% Both CTE & a-g Completion 0.0% Passage of AP Exam 0.0% Early Assessment Program (EAP) 4.8%	Overall: 4.7% African American: 0.0% EL: 0.0% Hispanic: 6.5% Homeless youth: 6.3% Socioeconomically Disadvantaged: 4.1% White: 5% CCI Details 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: -4.1% African American: 0% EL: 0% Hispanic: -4.9% Homeless youth: -1.3% Socioeconomically Disadvantaged: -3.4 White: -5.0%
1.5	8 Star 360 Math Performance	Overall: L1: 79.53% L2: 10.23% L3: 5.58% L4: 4.65% EL: 33 Students L1: 96.97% L2: 3.03% L3: 0% L4: 0%	Overall L1: 62.09% L2: 9.07% L3: 6.32% L4: 22.53% EL L1: 56.36% L2: 3.64% L3: 3.64% L4: 36.36% Hispanic		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: -18.6 L3/L4: 18.62

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Hispanic L1: 75.86% L2: 17.24% L3: 5.17% L4: 1.72%</p> <p>Homeless youth: 1 Student L1: 100% L2: 0% L3: 0% L4: 0%</p> <p>Sped: L1: 91.18% L2: 8.82% L3: 0% L4: 0%</p>	<p>L1: 64.60% L2: 8.07% L3: 6.83% L4: 20.50%</p> <p>Homeless youth L1: 59.09% L2: 4.55% L3: 13.64% L4: 22.73%</p> <p>Sped L1: 81.82% L2: 1.30% L3: 0% L4: 16.88%</p>			
1.6	8 Star 360 Math Growth	<p>Overall: SGP Benchmark At/Above: 39.33% Below: 60.67%</p> <p>EL: 33 Students SGP Benchmark At/Above: 39.29% Below: 60.71%</p> <p>Hispanic: SGP Benchmark At/Above: 36.21% Below: 63.79%</p> <p>Homeless youth: 1 Student</p>	<p>Overall SGP Benchmark At/Above: 55.39% Below: 44.61%</p> <p>EL SGP Benchmark At/Above: 47.22% Below: 52.78%</p> <p>Hispanic SGP Benchmark At/Above: 59.09% Below: 40.91%</p> <p>Homeless youth SGP Benchmark At/Above: 66.67%</p>		<p>Increase percentage of students testing at/above by 10% overall and across all subgroups</p>	<p>Overall: SGP Benchmark At/Above: +16.06% Below: -16.06%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	8	<p>SGP Benchmark At/Above: 100% Below: 0%</p> <p>Sped: SGP Benchmark At/Above: 25.00% Below: 75.00%</p>	<p>Below: 33.33%</p> <p>Sped SGP Benchmark At/Above: 56.60% Below: 43.40%</p>			
	Star 360 ELA Performance	<p>Overall: L1: 39.71% L2: 22.97% L3: 27.75% L4: 9.57%</p> <p>EL: 34 Students L1: 75.53% L2: 20.59% L3: 5.88% L4: 0%</p> <p>Hispanic: L1: 45.45% L2: 21.82% L3: 25.45% L4: 7.27%</p> <p>Homeless youth: 0 Students</p> <p>Sped: L1: 68.75% L2: 15.63% L3: 15.63% L4: 0%</p>	<p>Overall L1: 24.54% L2: 23.22% L3: 26.12% L4: 26.12%</p> <p>EL L1: 34.48% L2: 17.24% L3: 10.34% L4: 37.93%</p> <p>Hispanic L1: 20.48% L2: 22.89% L3: 30.12% L4: 26.51%</p> <p>Homeless youth L1: 36.36% L2: 22.73% L3: 27.27% L4: 13.64%</p> <p>Sped L1: 43.37% L2: 21.69% L3: 22.89%</p>		<p>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%</p>	<p>Overall: L1/L2: -14.92 L3/L4: +10.44</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	8 Star 360 ELA Growth	<p>Overall: SGP Benchmark At/Above: 50.88% Below: 49.12%</p> <p>EL: 34 Students SGP Benchmark At/Above: 41.38% Below: 58.62%</p> <p>Hispanic: SGP Benchmark At/Above: 36.36% Below: 63.64%</p> <p>Homeless youth: 0 Students</p> <p>Sped: SGP Benchmark At/Above: 39.53% Below: 60.47%</p>	<p>L4: 12.05%</p> <p>Overall SGP Benchmark At/Above: 54.76% Below: 45.24%</p> <p>EL SGP Benchmark At/Above: 62.16% Below: 37.84%</p> <p>Hispanic SGP Benchmark At/Above: 54.44% Below: 45.56%</p> <p>Homeless youth SGP Benchmark At/Above: 88.89% Below: 11.11%</p> <p>Sped SGP Benchmark At/Above: 53.45% Below: 46.55%</p>		<p>Increase percentage of students testing at/above by 10% overall and across all subgroups</p>	<p>Overall: SGP Benchmark At/Above: +3.88% Below: -3.88%</p>
1.9	8 Course Pass Rates	<p>Overall: All: 75.82% Mth: 64.40% Eng: 72.63% Sci: 70.38%</p> <p>EL: All: 69.74% Mth: 56.67% Eng: 65.77%</p>	<p>Overall All: 78.6% Mth: 60.5% Eng: 74.9% Sci: 79.6%</p> <p>EL All: 74.9% Mth: 44.0% Eng: 64.8%</p>		<p>Maintain pass rates for all pass rates at a 75% minimum and increase all subgroups by 3%.</p>	<p>Overall: All: 2.78% Mth: -3.9% Eng: 2.27% Sci: 9.22%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	3Es Survey Completion	Sci: 65.28% Sped: All: 65.65% Mth: 51.85% Eng: 64.52% Sci: 56.34% Overall: 95.63%	Sci: 78.1% Sped All: 71.5% Mth: 49.0% Eng: 70.0% Sci: 71.8%		Maintain completion rate at 95%	Overall: -9.63%

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 10 students, 9 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 increased course pass rates. ISSJ's overall pass rate was 75.82%. Core subjects saw the following pass rates: Math- 64.4%, English – 72.63%, Science – 70.38%. Star 360 data also show increases compared to prior year. Star 360 Math: At/Above: 55.39% Below: 44.61%. Star 360 ELA: At/Above: 54.76% Below: 45.24%.

beginning-of-the-year Star360. 42% 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 16.88% in Level 4 mid-year in math, and moved to at or above grade level for expected growth from 25% to 56.6% in math. Students moved from 0% to 12.05% in ELA in Level 4 and moved to at or above grade level for expected growth from 39.5% to 53.45% in ELA.

Insight was effective in conducting the FAFSA workshop with 19 students attending, College and Career Workshop taking place on 5/21/25, and the monthly College and Career support group with 25 students attending. Insight effectively offered a Career Planning course, with 129 students taking the course this school year, and 73 students took the Microsoft PowerPoint course and 39 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 10 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 41 students who participated in summer school, 10 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,	\$21,328.00	No
2025-26 Local Control and Accountability Plan for Insight at San Joaquin				Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and science proficiency and to improve academic growth for all students. This will include identify and understanding the Power and Focus standards, developing daily learning objectives, calibrating grading practices, increases the depth-of-knowledge for informal and formal assessments, fostering collaboration, refining the Necessary Components of Live Instruction, and sharing best practices identified through Data-Driven Instruction.</p> <p>SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards</p> <p>SPED team will meet once monthly during team DDI meetings to collaborate with their peers and Lead Ed. Specialist in reviewing student math and ELA data for effective CPM and instructional planning to support growth towards ELA and Math standards.</p> <p>ELD professional development will focus on improving instructional practices and scaffolds for our Long-Term English Learners. This will include utilizing the Insight LTEL Toolkit and conducting an in-depth analysis of the research-based essential components to see how to best integrate them in both Designated and Integrated ELD.</p>		
1.2	Instructional Coaching	<p>Instructional coaches will support teachers and their teaching practices. Instructional coaches will work with teachers to set instructional goals, provide resources and feedback throughout planning and instructional sessions, and follow up with student outcomes as a cycle to drive change in engagement and proficiency. Coaches also will provide ongoing professional development in the areas of lesson planning, engagement, and instructional strategies throughout the year.</p>	\$93,170.00	Yes
1.3	Math/ELA Intervention	<p>Intervention specialists, in partnership with content teachers and the academic leadership team, will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of students and identified student groups. Students will be identified based on a number of criteria, including performance level on schoolwide math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and</p>	\$2,068.00	Yes

	Description	Total Funds	Contributing
	<p>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.</p>		
1.4	<p>Instructional Support</p> <p>Education Specialists will utilize an online platform that provides specific standards-based mini lessons and assessments to monitor student progress towards IEP goals and assess student growth in the program.</p> <p>Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaining course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals.</p>		No
1.5	<p>College/Career Readiness</p> <p>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.</p>	\$10,046.00	Yes
1.6	<p>Summer School</p> <p>Summer school programming will be offered to students whose credit deficiency has put them at risk of not graduating with their cohort. Core content areas are prioritized and students will carry a reduced credit load to allow them to focus on these courses.</p>	\$10,554.00	Yes

Goals and Actions

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
<p>State Priorities addressed by this goal.</p> <p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>		
<p>An explanation of why the LEA has developed this goal.</p> <p>This goal was developed as a maintenance goal. The school suspension and expulsion rates are 0%, and attendance in the first and second periods were 92.52% and 92.13%, respectively. As students can only learn if they attend school, there is a need to decrease the chronic absenteeism rate, which is higher among African American (28.3%) and Hispanic (32.8%) students than all students (27.9%). As such, there is a need to strengthen student and family partnerships with the school. The percentage of students whose home language is a language other than English is 38.7%, of which 26.44% speak Spanish. In order to effectively partner with these families, there is a need to provide language support in the form of interpreter services and translated school communications.</p>		

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	6A Suspension Rate	Overall: 0% African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% Sped: 0% White: 0%	Overall: 0% African American: 0% Hispanic: 0% Disadvantaged: 0% Sped: 0% White: 0%		Maintain at 0%	Overall: 0% African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% Sped: 0% White: 0%
2.2	6B	Overall: 0%	Overall: 0%		Maintain at 0%	Overall: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Expulsion Rate	African American: 0% Hispanic: 0% White: 0%	African American: 0% Hispanic: 0% White: 0%			African American: 0% Hispanic: 0% White: 0%
2.3	5 Local Indicator: Parent and Family Engagement	Standard Met	Standard Met		Maintain at Standard Met	None
2.4	6 Local Indicator: Local Climate Survey	Standard Met	Standard Met		Maintain at Standard Met	None
2.5	5B Chronic Absenteeism Rate	Overall: 27.90% African American: 28.30% Asian: 25.00% Hispanic: 32.80% White: 26.70%	Overall: 27.4% African American: 19.2% American Indian or Alaska Native: 37.5% Asian: 45.5% Filipino: 23.7% Hispanic: 35.6% Pacific Islander: Two or More Races: 25.9%		Decrease rate by 5% overall and across subgroups	Overall: -0.60% African American: -9.1% Asian: +12.50% Hispanic: -9.1% White: +8.9%
2.6	5A P1/P2 Attendance Rates	P1 - 92.52% P2 - 92.13%	P1 - 92.37% P2-91.45%		Maintain attendance rates at over 90%	P1 -0.15% P2 -0.68%
2.7	5D Dropout Rate (SARC)	43.6%	29.59%		Decrease by 20%	-14.01
2.8	6C	Counselor connections: 78.26%	Counselor connections: 89%		Make non-classroom	+10.74

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Non-Classroom Connections	Advisor conferences: New metric	Advisor conferences:		connections with at least 90% of students	
2.9	3B How the LEA will promote parental participation in programs for unduplicated pupils	<p>100% of parents understand the process of English Learner identification and ELD program placement</p> <p>40% of parents know to access ELPAC scores and understand what each level/score means</p> <p>100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP)</p> <p>100% of parents are satisfied with their child's ELD support</p> <p>100% receive communication from the school in a language they can understand.</p> <p>100% of parents understand the ELD attendance requirements</p>	<p>100% of parents understand the process of English Learner identification and ELD program placement</p> <p>92.3% of parents know to access ELPAC scores and understand what each level/score means</p> <p>100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP)</p> <p>100% of parents are satisfied with their child's ELD support</p> <p>76.9% receive communication from the school in</p>		<p>Increase parental participation in programs for unduplicated pupils</p>	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>80% of parents know who to contact at the school if their child needs help or support</p> <p>80% of parents were interested in part of/possibly being part of the ELAC</p> <p>Parent feedback: Learning Coaches would like to help getting in touch with counselors and teachers to better support their student. Learning Coaches would like to have more ELD class sessions to focus on conversation and how to express opinions</p>	<p>a language they can understand.</p> <p>100% of parents understand the ELD attendance requirements</p> <p>92.3% of parents know who to contact at the school if their child needs help or support</p> <p>85% of parents were interested in part of/possibly being part of the ELAC</p> <p>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</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	3C 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	program that students can utilize both inside and outside of the classroom. The program also allows up to four family members to have accounts, allowing parents and families to improve their English and better support their student.		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 unhouseed 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 unhouseed 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 - 92.37%, P2 - 91.45%) [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.	\$5,101.00	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.	\$120,736.00	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.	\$46,525.00	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 1A	Teacher Preparation and Placement (SARC)	Fully Credentialed and Properly Assigned: 87.91% Teachers Without Credentials and Misassignments:0% Credentialed Teachers Assigned Out-of-Field: 12.09%	Fully Credentialed and Properly Assigned: 91.21% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 8.79%		100% fully credentialed and properly assigned	Fully Credentialed and Properly Assigned: +3.3% 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
3.2	1B Every pupil has sufficient access to standards-aligned instructional materials (SARC)	Unknown/Incomplete: 0%	Unknown/Incomplete: 0%			Assigned Out-of-Field: -3.3% Unknown/Incomplete: 0%
3.2	1B Every pupil has sufficient access to standards-aligned instructional materials (SARC)	100% of students have access	100% of students have access		Maintain 100%	0%
3.3	2A 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 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		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
3.4	2B How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	<p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full sustainability</p>	<p>Education, Visual and Performing Arts, and Health Education. Initial implementation in Career Technical Education.</p> <p>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability</p> <p>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full</p>		Maintain full implementation and sustainability	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	7A 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.	implementation and sustainability Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Graduation Plans are created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2023-2024 school was extremely successful with conference attendance and graduation plan		Maintain offerings and add CTE offerings	N/A

	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	7B 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.	reviews by students/families (over 90%). 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	7C 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. Results 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]

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP Reimbursement	Provide an internet subsidy for students who qualify for free and reduced lunch.	\$31,338.00	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.	\$354,187.00	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.	\$56,088.00	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 free access to school. Insight will offer hotspots for wifi connectivity and will provide free shipping of hotspots.	\$948.00	No
3.5	New Teacher Induction	The new teacher induction programs aim to provide comprehensive support, guidance, and mentorship to novice educators. Pairing with a	\$1,018.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>mentor as a trusted guide, novice educators can acquire strategies and best practices tailored to their specific needs. Through ongoing dialogue and mentorship, novice educators can enhance their instructional skills, learn effective pedagogical techniques, and adapt to diverse student needs more effectively.</p>		

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 1: Basic (Conditions of Learning)		
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	5E Graduation Rate (Dashboard)	Overall: 58% African American: 63.60% EL: 51.90% Hispanic: 58.20% Homeless youth: 47.60% Socioeconomically Disadvantaged: 54.10% Sped: 57.10% White: 58.80%	Overall: 72.5% African American: 68% EL: 72% Hispanic: 74.7% Homeless youth: 72.2% LTEL: 81.8% Socioeconomically Disadvantaged: 73.1% Sped: 64.3% White: 71.7%		Increase the graduation rate for all pupils and across all subgroups by 5%	Overall: +14.5% African American: +4.40% EL: +20.10% Hispanic: +16.50% Homeless youth: +24.60% Socioeconomically Disadvantaged: +19.00% Sped: +7.2% White: +12.9%
4.2	4E EL Progress	33.30%	EL (not LTEL): 36.7%		Increase by at least 10%	+3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	4F EL Reclassification Rate	8.50%	LTEL: 35.6% 1.90%		Increase by 5%	-6.6%
4.4	Student Pass Rate (By 60%+ Courses)	72.45%	Overall: 77.88% EL: 76.14% LTEL: 68.94% Sped: 70.59%		Increase by 3%	+5.35%
4.5	Student Graduation Plan Views	91.30%	88.00%		Increase to 95%	-3.3%

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; 88% of students viewed their graduation plan [Action 4.1]. Overall graduation rate increased significantly (from 58% to 72.5%), as did the rate for most subgroups (ELs, Hispanic, homeless youth, socioeconomically disadvantaged, special education, White). Insight will continue to use data-based strategies to highlight and target learner needs [Action 4.2].

Insight has successfully improved the graduation rate for English Learners (ELs), which increased from 51.9% in the 2022-2023 school year to 72% in the 2023-2024 school year. The graduation rate for Long-term English Learners was even higher, reaching 81.8% in the 2023-2024 school year. This surpasses not only the overall EL graduation rate at Insight but also the average graduation rate for Long-term English Learners in California. Insight effectively increased the reclassification rate, which grew from 4.7% in the previous school year to 6.66% in the 2023-2024 school year. Insight was effective in improving the proficiency rate for English Learners, which rose from 9.09% the previous year to 16% in the 2023-2024 school year. It's worth noting that Insight's proficiency rate is higher than the state average of 14.63%.

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].

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	\$171,261.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 .</p>		
4.2	Academic Data Coordinator	<p>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.</p>	\$34,907.00	Yes
4.3	ELD Services	<p>Insight offers a Structured English Immersion (SEI) program, where services and support for English Learners and Long-Term English Learners (LTEL) are based on students' English language proficiency and progress. The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Designated ELD lessons will be designed using a research-based curriculum, aligned with the CA ELD standards, and taught by highly qualified and highly trained ELD Specialist. The ELD Specialist and ELD Coordinator will work together to create individualized language proficiency goals for each student to drive both Integrated and Designated ELD instruction. In addition, LTEL students will have tailored ELD courses specifically designed to utilize research-based essential components for LTELS. As EL students are monitored throughout the school year, tier 2 support will be provided to students who are in need of additional language support. These students will be added to 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.</p>	\$177,321.00	Yes

	Guidance Program	Description	Total Funds	Contributing
4.4	Learning Recovery Emergency Block Grant (LREBG) Included in Action	<p>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.</p> <p>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).</p> <p>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 demonstrate a critical need for intensified, equity-focused counseling</p>	\$116,238.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>LREBG Funds 25-26: \$58,307</p>		

increase of 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
\$833,346	\$26290

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
18.163%	6.709%	\$289,660.24	24.872%

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	<p>Action: Professional Development</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard)</p>	<p>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.</p>	<p>Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Instructional Coaching</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.</p> <p>Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback</p>

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	<p>Action: Math/ELA Intervention</p> <p>Need: Additional Student Groups: Hispanic & White</p> <p>The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.</p> <p>There is also a disparity in growth between English learners (41.38%) and the entire school (49.12%) in Star 360 reading assessments.</p> <p>Scope: LEA-wide</p>	<p>Intervention specialists will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of identified student groups. However, this action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students.</p>	<p>Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback</p>
1.5	<p>Action: College/Career Readiness</p> <p>Need: Additional Student Groups: African American, Students with disabilities, White</p>	<p>All students will be provided with a variety of activities to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that</p>	<p>Progress will be monitored by 3E survey results, and effectiveness will be measured by college and career indicator results on the dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The percentage of students prepared under the College and Career Indicator is extremely low at 0.6% prepared. Additionally, the African American, English learner, students with disabilities, and White subgroups are even lower, at 0% prepared.</p> <p>Educational partner feedback identifies CCI as an area of priority to improve, recognizing that students need to be better prepared for post-secondary options after graduating.</p> <p>Scope: LEA-wide</p>	<p>prepare students for post-secondary life while earning high school credit. Additionally, the school will investigate and purchase CTE programming for all students, to maximize the impact on improving the CCI rates on the dashboard.</p>	
1.6	<p>Action: Summer School</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.</p> <p>Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency.</p>	<p>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</p>	<p>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</p>

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	<p>Scope: LEA-wide</p> <p>Action: Engagement (family and climate)</p> <p>Need: There is a strong connection between student connectedness and achievement, so there is a need to ensure that all families, but particularly those of unduplicated pupils, feel connected and engaged. Educational partner feedback indicates that only 40% of families of English learners know how to access ELPAC scores and understand what each level/score means, and 80% know who to contact at the school if their child needs help or support.</p>	<p>Parent coaching opportunities as well as instructional sessions are provided to foster positive school culture as well as an environment that drives connection and values input from all educational partners. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.</p>	<p>Progress will be monitored through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.</p>
2.3	<p>Action: Social Emotional Learning, Prevention, and Intervention</p> <p>Need: There is a strong connection between student connectedness and achievement, so there is a need to ensure that all students, but particularly unduplicated pupils, feel connected and engaged. Individual connections with counselors are at 78.26%</p>	<p>Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.</p>	<p>Progress will be monitored by non-classroom connections between students and staff, and effectiveness will be measured by attendance and chronic absenteeism rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
3.2	<p>Action: High-Quality Teachers</p> <p>Need: Not all teachers are fully credentialed and appropriately assigned. In SY21-22, 87.91% of teachers were fully credentialed and properly assigned. There is a need to ensure that the school hires and retains highly qualified teachers. The school continues to work with the teachers' union on competitive compensation.</p> <p>Scope: LEA-wide</p>	<p>Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff.</p>	<p>Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers local indicator</p>
3.3	<p>Action: Equity, Access, & Accountability</p> <p>Need: Although 100% of students have access to standards-aligned curriculum and instructional materials, there is a need to improve pass rates. The course pass rate for all students in math is 64.4%, the student group of English learners is 56.67%, and students with disabilities is 51.85%. The course pass rate for all students in ELA is 72.63%, the student group of English learners is 65.77%, and students with disabilities is 64.52%.</p>	<p>The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. This action is being provided on an LEA-wide basis to maximize its impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.</p>	<p>Progress and effectiveness will be monitored through course pass rates and dashboard local indicators of implementation of state academic standards and access to a broad course of study</p>

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
4.1	<p>Scope: LEA-wide</p> <p>Action: RAISE Team</p> <p>Need: Need for guided support in academics and in attendance: The course pass rate for all students in math is 64.4%, the student group of English learners is 56.67%, and students with disabilities is 51.85%. The course pass rate for all students in ELA is 72.63%, the student group of English learners is 65.77%, and students with disabilities is 64.52%. Chronic absenteeism rate is 27.9%.</p> <p>Scope: LEA-wide</p>	<p>The RAISE Team works with students to ensure they are compliant with attendance and making progress academically towards graduation. This action is focused on improving pass rates and lowering the chronic absenteeism rate for unduplicated students; however, it will also benefit all students who are not participating in or struggling to be successful at school.</p>	<p>Progress will be monitored through course pass rates and internal attendance rates. Effectiveness will be measured by chronic absenteeism and graduation rates</p>
4.2	<p>Action: Academic Data Coordinator</p> <p>Need: The CAASPP data shows the student group of socioeconomically disadvantaged students (96 points below standard) is below all students (69.5 points below standard) in ELA. The CAASPP data also shows the student groups of Hispanic (156.3 points below standard) and White students (156.3 points below standard) are below all students (143.3 points below standard) in math.</p>	<p>Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle. This action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students.</p>	<p>Progress and effectiveness will be measured via CAASPP, course pass rates, and Star 360 data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>There is also a disparity in growth between English learners (41.38%) and the entire school (49.12%) in Star 360 reading assessments.</p> <p>Scope: LEA-wide</p>		
4.4	<p>Action: Guidance Program</p> <p>Need: While the graduation rate for English Learners (72%), with Socioeconomically disadvantaged (73.1%) students saw significant increases in SY23-24, they have historically performed well below the overall average.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis because the overall graduation rate of 72.5% indicates that nearly one-quarter 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.</p>	<p>Progress will be monitored through course pass rates, and effectiveness will be measured by graduation rates.</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Language Support (EL)</p>	<p>Insight provides language assistance to Limited English Proficient (LEP) families and students by</p>	<p>Progress will be monitored through educational</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Because of the percentage of students whose home language is a language other than English, parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.</p>	<p>partner feedback. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.</p>
3.1	<p>Action: Student ISP Reimbursement</p> <p>Need: Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Lack of internet access has sometimes been a factor that has impacted student attendance in the past.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access</p>	<p>Effectiveness will be measured via educational partner feedback, internet subsidy requests, and the dashboard local indicator of implementation of state academic standards.</p>
4.3	<p>Action: ELD Services</p> <p>Need: Although 33.3% of English learners made academic progress, only 8.5% were reclassified in the 22-23 school year, and English learners are lagging behind the rest of the school in pass rates in ELA and math as</p>	<p>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.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>well as in growth in local assessments in both reading and math.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

Additional Concentration Grant Funding

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

N/A

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

50	833,346	18.163%	6.709%	24.872%
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Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total
3.00	\$91,548.00	\$0.00	\$46,543.00	\$1,252,834.00	\$1,176,676.00	

Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unuplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds
All	No Yes	LEA-wide		All Schools	25-26	\$0.00	\$21,328.00	\$1,185.00		
English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	\$93,170.00	\$0.00	\$60,947.00	\$32,223.00	
English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	\$0.00	\$2,068.00	\$2,068.00		
All	No			All Schools	25-26					
English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	\$10,046.00	\$0.00	\$10,046.00		
English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	\$10,554.00	\$0.00	\$10,554.00		
English Learners	Yes	Limited to Unuplicated Student Group(s)	English Learners	All Schools	25-26	\$0.00	\$5,101.00	\$5,101.00		
English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	\$119,868.00	\$868.00	\$98,785.00		

		Unduplicated Student Group(s)	Schools					
English Learners Low Income	Yes	LEA-wide English Learners Low Income	All Schools	25-26	\$354,187.00	\$0.00	\$354,187.00	
English Learners Low Income	Yes	LEA-wide English Learners Low Income	All Schools	25-26	\$48,869.00	\$7,219.00	\$52,587.00	
MKV/FY	No		All Schools	25-26	\$0.00	\$948.00		
All	No		All Schools	25-26	\$0.00	\$1,018.00	\$1,018.00	
English Learners Low Income	Yes	LEA-wide English Learners Low Income	All Schools	25-26	\$171,261.00	\$0.00	\$171,261.00	
English Learners Low Income	Yes	LEA-wide English Learners Low Income	All Schools	25-26	\$34,907.00	\$0.00	\$34,907.00	
English Learners	Yes	Limited to Unduplicated Student Group(s) English Learners	All Schools	25-26	\$174,419.00	\$2,902.00	\$177,321.00	
English Learners Low Income	Yes	LEA-wide English Learners Low Income	All Schools	25-26	\$116,238.00	\$0.00	\$57,931.00	\$58,307.00

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage 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
4,588,150	833,346	18.163%	6.709%	24.872%	\$1,114,743.00	0.000%	24.296%	Total:	\$1,114,743.00
								LEA-wide Total:	\$900,983.00
								Limited Total:	\$213,760.00
								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		All Schools	\$1,185.00	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	\$60,947.00	
1	1.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,068.00	
1	1.5	College/Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,046.00	
1	1.6	Summer School	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,554.00	
2	2.1	Language Support (EL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,101.00	
2	2.2	Engagement (family and climate)	Yes	LEA-wide	English Learners Low Income	All Schools	\$98,785.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	\$46,525.00	
3	3.1	Student ISP Reimbursement	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$31,338.00	

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	\$354,187.00	
3	3.3	Equity, Access, & Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	\$52,587.00	
4	4.1	RAISE Team	Yes	LEA-wide	English Learners Low Income	All Schools	\$171,261.00	
4	4.2	Academic Data Coordinator	Yes	LEA-wide	English Learners Low Income	All Schools	\$34,907.00	
4	4.3	ELD Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$177,321.00	
4	4.4	Guidance Program	Yes	LEA-wide	English Learners Low Income	All Schools	\$57,931.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$953,290.64	\$1,034,679.00

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	\$494.76	\$32,945
1	1.2	Instructional Coaching	Yes	\$65,846.48	\$63,914
1	1.3	Math/ELA Intervention	Yes	\$2,068.00	\$76,441
1	1.4	Instructional Support	No		\$3,507
1	1.5	College/Career Readiness	Yes		\$7,527
1	1.6	Summer School	No		\$15,190
2	2.1	Language Support (EL)	Yes	\$4,729.88	\$4,976
2	2.2	Engagement (family and climate)	Yes	\$154,982.81	\$107,696
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	\$139,041.58	\$132,121
3	3.1	Student ISP Reimbursement	Yes	\$28,449.00	\$22,048

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	\$250,696.61	\$249,381
3	3.3	Equity, Access, & Accountability	Yes	\$39,920.05	\$57,568
3	3.4	MKV/FY	No		\$2,086
3	3.5	New Teacher Induction	No		\$27
3	3.6	New Staff Training	No	\$85.12	\$85
4	4.1	RAISE Team	Yes	\$142,640.15	\$139,634
4	4.2	Academic Data Coordinator	Yes	\$30,000.54	\$25,658
4	4.3	ELD Services	Yes	\$94,335.66	\$93,875

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)	
\$746,350	\$713,562.03	\$691,988.55	\$21,573.48	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	\$494.76	\$2,406.46		
1	1.2	Instructional Coaching	Yes	\$27,129.33	\$25,498.11		
1	1.3	Math/ELA Intervention	Yes	\$2,068.00	\$2,068.00		
1	1.5	College/Career Readiness	Yes				
2	2.1	Language Support (EL)	Yes	\$4,729.88	\$5,574.72		
2	2.2	Engagement (family and climate)	Yes	\$83,031.68	\$73,267.33		
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	\$34,526.61	\$32,029.83		
3	3.1	Student ISP Reimbursement	Yes	\$28,449.00	\$28,449.00		
3	3.2	High-Quality Teachers	Yes	\$250,696.61	\$253,100.48	0%	
3	3.3	Equity, Access, & Accountability	Yes	\$37,046.55	\$33,234.75		
3	3.6	New Staff Training	Yes	\$85.12	\$85.12		
4	4.1	RAISE Team	Yes	\$120,968.29	\$110,056.60		
4	4.2	Academic Data Coordinator	Yes	\$30,000.54	\$27,743.33		

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	\$94,335.66	98,474.82		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	\$4,317,409	LCFF Carryover — Percentage from Prior Year	5.45%	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	22.737%	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	\$691,988.55	8. Total Estimated Actual Percentage of Improved Services (%)	0.000%	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	16.028%	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	\$289,660.24	13. LCFF Carryover — Percentage (12 divided by 9)	6.709%
6. Estimated Actual LCFF Supplemental and/or Concentration Grants	\$746,350														

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes 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.

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,

- 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.

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.

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.

- 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

actions associated with the goal. Use the most recent data 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).

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.

- o 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.
- o 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.
- o 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.”

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.

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

“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.

- Concluding 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
2025-26 Local Control and Accountability Plan for Insight at San Joaquin

- 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.

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.

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:
2025-26 Local Control and Accountability Plan for Insight at San Joaquin

- 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.

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**

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

APPROVED

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

BOARD REPORT #02

VIA: INSIGHT STAFF
February 27, 2026

SUBJECT: Fiscal Year 2025-26 Second Interim Budget Update

PROPOSAL:

It is proposed that the Governing Board of Insight at San Joaquin approve the "Second Interim Budget Update."

BACKGROUND:

This report has been prepared using the Fiscal Crisis and Management Assistance Team's (FCMAT's) Local Control Funding Formula (LCFF) calculator.

The adopted budget for the 2025-26 fiscal year was based on anticipated P2 ADA of 417 students. The current P2 ADA estimate for Insight at San Joaquin has decreased to 360 students, which is expected to generate \$6,219,172 in funding. The current budget anticipates a deficit of \$1,555,976, which K12 Inc. has agreed, under the terms of the Educational, Products, and Services Agreement, to issue invoice credits, to be applied to K12 Invoices, so that Insight at San Joaquin's revenues meet all expenses with no deficit. As a result, the audited financials for the year will show a balanced budget.

BUDGET IMPLICATIONS:

The forecasted revenue is \$6,219,172. The school will experience a balanced budget for the 2025-26 school year.

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Approve the Second Interim Budget Update for the 2025-26 school year on behalf of Insight at San Joaquin.
2. Authorize the Head of School to make budget adjustments periodically to include unanticipated revenue or unexpected costs that may arise.

RESPECTFULLY SUBMITTED

Kimberly Odom

Head of School

PREPARED BY:

Kimberly Odom
Head of School

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

Kimberly Odom
Head of School

Francis "Paco" Burke
Chief Business Official

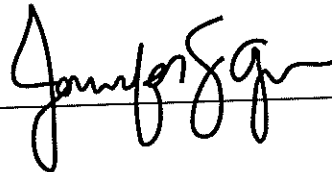
Ayes: 2

No: 0

Abstain: 1

Approved: Yes

Witnessed:



Date: 2/27/2026

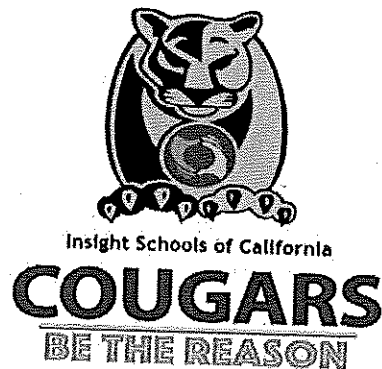
Name	Aye	No	Abstain	Absent	Moved	Second
Deanna Vallergera	x				x	
Erik Kautz			x			
Kelly Nelson	x					x

Insight at San Joaquin

Board Presentation

Fiscal Year 2025-26

Second Interim Budget





Insight at San Joaquin

Summary of Changes from Fiscal Year 2025-26 First Interim Budget

Category	Current	Incr (Decr)	Reason
ADA	348	12	3.5% increase compared to Fiscal Year 2025-26 First Interim Budget
LCFF Revenue	\$ 5,418,812	\$ 157,108	Increase primarily due to increase in estimated P2 ADA
Restricted Revenue	\$ 778,901	\$ (214,249)	Increase primarily due to removal of CSI funding from spending plan, partially offset by an increase in planned Title expenditures, and an enrollment driven increase in SpEd funding
Expenses	\$ 6,219,172	\$ (57,406)	Primarily due to a decrease in estimated FY26 K12 invoice credits, and an enrollment driven decrease in student materials and services, all of which partially offset by an estimated increase in SpEd contracted services, an enrollment driven increase in school's allocation of certificated personnel

Fiscal Year 2025-26 Second Interim Budget Highlights

	SB740		69.69% Certificated salaries and benefits, as a percent of revenue, is 29.7% higher than required
			95.03% Instruction and instruction-related services, as a percent of revenue, is 15.0% higher than required
K12 Invoice Credits	\$	(1,555,976)	Amount of credits issued by K12 for Fiscal Year 2025-26, which guarantee the school does not end the year with a deficit



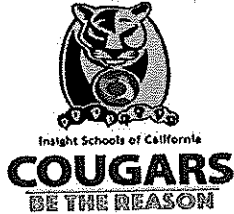
Fiscal Year 2025-26

Second Interim Budget Comparison

Description	Object Code	2025-26 Adopted Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	vs. First Interim Budget Increase (Decrease)	% Change
P2 ADA		417	348	360	12	3.45% ^a
A. REVENUES						
1. LCFF/Revenue Limit Sources	8010-8099	\$ 6,297,640	\$ 5,261,704	\$ 5,418,812	\$ 157,108	2.99% ^b
2. Federal Revenues	8100-8299	380,752	397,448	160,737	(236,711)	-59.56% ^c
3. Other State Revenues	8300-8599	626,313	595,702	618,165	22,463	3.77% ^d
4. Other Local Revenues	8600-8799	20,898	21,725	21,460	(265)	-1.22% ^e
5. TOTAL REVENUES		\$ 7,325,603	\$ 6,276,578	\$ 6,219,172	\$ (57,406)	-0.91%
B. EXPENDITURES						
1. Certificated Salaries	1000-1999	\$ 3,143,052	\$ 2,673,802	\$ 2,765,639	\$ 91,837	3.43% ^f
2. Non-certificated Salaries	2000-2999	386,323	318,211	292,734	(25,476)	-8.01% ^g
3. Employee Benefits	3000-3999	1,159,106	1,045,013	1,038,069	(6,945)	-0.66% ^h
4. Books and Supplies	4000-4999	1,116,165	816,236	604,581	(211,656)	-25.93% ⁱ
5. Services and Other Operating Expenditures	5000-5999	1,507,424	1,411,718	1,508,105	96,387	6.83% ^j
6. Capital Outlay	6000-6999	13,533	11,598	10,045	(1,533)	-13.39% ^k
7. Other Outgo	7100-7499	-	-	-	-	-
8. TOTAL EXPENDITURES		\$ 7,325,603	\$ 6,276,578	\$ 6,219,172	\$ (57,406)	-0.91%
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 3.5% increase compared to Fiscal Year 2025-26 First Interim Budget
- b Increase primarily due to increase in estimated P2 ADA
- c Primarily due to removal of CSI funding from Planned spending
- d Primarily due to a P2 ADA driven increase in SPED funding
- e Estimated decrease in interest income
- f Primarily due to an enrollment driven increase in school's allocation of certificated personnel
- g Primarily due to a decrease in average salary per employee compared to FY26 1st Interim Budget
- h Primarily due to an estimated decrease in employer portion of health benefits compared to FY26 1st Interim Budget
- i Primarily due to a decrease in estimated FY26 K12 invoice credits
- j Primarily due to an increase in estimated SPED contracted services expenditures, and planned restricted fund spending
- k Due to estimated decrease in asset purchases - employee computers and technology



Insight at San Joaquin

Fiscal Year 2025-26 Second Interim Budget

Senate Bill 740 Instructional Cost		
	Object Code	Total
Certificated Salaries and Benefits		
Certificated Teacher Salaries	1100	\$ 2,439,508
Cert. Supervisors' and Admin. Salaries	1300	\$ 223,529
Additional Certificated Personnel Pay	1900	\$ 102,602
Certificated Employee Benefits	3000-3999	\$ 914,237
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	\$ 639,353
Certificated Staff Cost		\$ 4,319,228
Non-Certificated Support Salaries	2200	\$ 292,734
Non-Certificated Employee Benefits	3000-3999	\$ 123,832
Approved Textbooks and Core Curricula Materials	4100	\$ 514,092
Materials and Supplies	4300	\$ 75,330
Non-Capitalized Equipment (Teacher Computers)	4400	\$ 15,158
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	\$ 71,039
Travel and Conferences	5200	\$ 107,972
Inst. Computers/Printers/Leasing	5600	\$ 305,567
Contract - Student Instructional Technology (7%)	5800	\$ -
Other Instructional and Operating Expenditures	5800	\$ 2,080
ISP Services/Telephone	5900	\$ 62,868
Instruction & Instruction-Related Costs		\$ 1,570,674
Total Instructional Cost		\$ 5,889,902

	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
SB 740 Requirement			
A. Certificated Teachers' Salaries and Benefits	\$ 4,319,228	\$ 6,197,713	69.69%
B. Total Instructional Costs	\$ 5,889,902	\$ 6,197,713	95.03%
C. PTR (Pupil-Teacher Ratio)	12.68 : 1		

Note:

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

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

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2025-26 will show a balanced budget.

	Original Invoice	Invoice Credits	Revised Invoice
K12 Charges			
Support Services Fees (13%)	\$ 805,703	\$ (805,703)	\$ -
Technology Fees (7%)	\$ 399,767	\$ (399,767)	\$ -
OLS - Curriculum & Development	\$ 799,504	\$ (350,506)	\$ 448,998
Instruction Materials	\$ 37,830	\$ -	\$ 37,830
Inst. Computers/Printers/Leasing	\$ 293,628	\$ -	\$ 293,628
Total Net K12, Inc.-Related Expenditures	\$ 2,336,432	\$ (1,555,976)	\$ 780,457

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 SECOND INTERIM**

Charter School Name: Insight at San Joaquin
(continued) _____
CDS #: 39686270133116
Charter Approving Entity: New Jerusalem Elementary School District
County: San Joaquin
Charter #: 1762
Fiscal Year: 2025-26

To the entity that approved the charter school:

() 2025-26 CHARTER SCHOOL SECOND INTERIM 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: February 27, 2026
Charter School Official
(Original signature required)
Print Name: Kimberly Odom Title: Head of School

To the County Superintendent of Schools:

() 2025-26 CHARTER SCHOOL SECOND INTERIM 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 Second Interim Report, please contact:

For Approving Entity:

Billy Wessell
Name
Deputy Superintendent - Administrative Services
Title
209-740-4699x1103
Phone
bwessell@njes.org
E-mail

For Charter School:

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

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

County Representative

Date

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 SECOND INTERIM - SUMMARY**

Charter School Name: Insight at San Joaquin
 (continued)
 CDS #: 39686270133116
 Charter Approving Entity: New Jerusalem Elementary School District
 County: San Joaquin
 Charter #: 1762
 Fiscal Year: 2025-26

Description	Object Code	2025-26 First Interim (X)	2025-26 Second Interim (Z)	First Interim vs. Second Interim Increase (Decrease)	
				\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	5,261,704	5,418,812	157,108	2.99%
2. Federal Revenues	8100-8299	397,448	160,737	-236,711	-59.56%
3. Other State Revenues	8300-8599	595,702	618,165	22,463	3.77%
4. Other Local Revenues	8600-8799	21,725	21,460	-265	-1.22%
5. TOTAL REVENUES		6,276,578	6,219,172	-57,406	-0.91%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	2,673,802	2,765,639	91,837	3.43%
2. Non-certificated Salaries	2000-2999	318,211	292,734	-25,476	-8.01%
3. Employee Benefits	3000-3999	1,045,013	1,038,069	-6,945	-0.66%
4. Books and Supplies	4000-4999	816,236	604,581	-211,656	-25.93%
5. Services and Other Operating Expenditures	5000-5999	1,411,718	1,508,105	96,387	6.83%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	11,598	10,045	-1,553	-13.39%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		6,276,578	6,219,172	-57,406	-0.91%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0	0	0	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	27,747	27,747	0	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-27,747	-27,747	0	0.00%
c. Adjusted Beginning Balance		0	0		
2. Ending Fund Balance, June 30 (E + F.1.c.)		0	0		
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	-	-	-	

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Second Interim Report - Detail**

Charter School Name: Insight at San Joaquin
 (continued)
 CDS #: 39686270133116
 Charter Approving Entity: New Jerusalem Elementary School District
 County: San Joaquin
 Charter #: 1762
 Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

Description	Object Code	2025-26 First Interim Budget			2025-26 Actuals thru 1/31			2025-26 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF/Revenue Limit Sources										
State Aid - Current Year	8011	5,142,524	-	5,142,524	2,990,603	-	2,990,603	5,291,703	-	5,291,703
Education Protection Account State Aid - Current Year	8012	69,596	-	69,596	40,796	-	40,796	71,994	-	71,994
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	8095	49,584	-	49,584	-	-	-	-	-	-
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	32,629	-	32,629	55,115	-	55,115
Total, LCFF/Revenue Limit Sources		5,261,704	-	5,261,704	3,064,028	-	3,064,028	5,418,812	-	5,418,812
2. Federal Revenues										
No Child Left Behind	8290	-	72,867	72,867	-	58,303	58,303	-	85,674	85,674
Special Education - Federal	8181, 8182	-	30,927	30,927	-	-	-	-	30,481	30,481
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	293,654	293,654	-	79,052	79,052	-	44,582	44,582
Total, Federal Revenues		-	397,448	397,448	-	137,355	137,355	-	160,737	160,737
3. Other State Revenues										
Special Education - State	StateRevSE	-	348,274	348,274	-	357,869	357,869	-	360,272	360,272
All Other State Revenues	StateRevAO	107,108	140,320	247,428	77,208	35,633	112,841	107,806	150,087	257,893
Total, Other State Revenues		107,108	488,594	595,702	77,208	393,502	470,710	107,806	510,359	618,165
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	21,725	-	21,725	3,306	-	3,306	21,460	-	21,460
Total, Local Revenues		21,725	-	21,725	3,306	-	3,306	21,460	-	21,460
5. TOTAL REVENUES		5,390,537	886,042	6,276,578	3,144,542	530,857	3,675,399	5,548,077	671,095	6,219,172
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,820,123	521,844	2,341,967	927,682	210,985	1,138,667	1,981,641	457,867	2,439,508
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	130,990	98,243	229,233	74,510	55,882	130,392	127,731	95,798	223,529
Other Certificated Salaries	1900	88,118	14,484	102,602	-	-	-	91,530	11,071	102,602
Total, Certificated Salaries		2,039,231	634,571	2,673,802	1,002,192	266,867	1,269,059	2,200,902	564,737	2,765,639
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries	2200	172,292	145,918	318,211	89,600	38,883	128,483	204,143	88,591	292,734
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		172,292	145,918	318,211	89,600	38,883	128,483	204,143	88,591	292,734
3. Employee Benefits										
STRS	3101-3102	389,493	121,203	510,696	191,419	50,972	242,390	420,372	107,865	528,237
PERS	3201-3202	46,192	39,121	85,312	24,022	10,425	34,446	54,731	23,751	78,482
OASDI / Medicare / Alternative	3301-3302	72,923	20,305	93,228	40,195	11,256	51,451	83,627	23,419	107,046
Health and Welfare Benefits	3401-3402	288,394	67,383	355,777	126,664	33,510	160,174	250,151	52,345	302,496
Unemployment Insurance	3501-3502	-	-	-	-	-	-	-	-	-
Workers' Compensation Insurance	3601-3602	-	-	-	-	-	-	-	-	-
OPEB, Allocated	3701-3702	-	-	-	8,275	2,206	10,482	17,217	4,590	21,807
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		797,001	248,012	1,045,013	390,574	108,369	498,943	826,097	211,971	1,038,069
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	732,115	7,472	739,586	359,072	3,691	362,763	508,852	5,231	514,092
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	61,492	-	61,492	(62)	-	(62)	75,330	-	75,330
Noncapitalized Equipment	4400	15,158	-	15,158	-	-	-	15,158	-	15,158
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		808,765	7,472	816,236	359,010	3,691	362,701	599,350	5,231	604,581

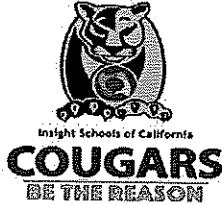
**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Second Interim Report - Detail**

Charter School Name: Inlight at San Joaquin
(continued)
CDS #: 39686270133116
Charter Approving Entity: New Jerusalem Elementary School District
County: San Joaquin
Charter #: 1762
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

Description	Object Code	2025-26 First Interim Budget			2025-26 Actuals thru 1/31			2025-26 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	202	627,079	627,281	41	229,901	229,942	125	710,267	710,392
Travel and Conferences	5200	-	84,124	84,124	(2,082)	37,149	35,067	(6,410)	114,382	107,972
Dues and Memberships	5300	4,095	10,512	14,607	4,116	5,196	9,312	6,523	8,235	14,758
Insurance	5400	18,590	-	18,590	15,718	-	15,718	19,778	-	19,778
Operations and Housekeeping Services	5500	1,235	-	1,235	721	-	721	1,202	-	1,202
Rentals, Leases, Repairs, and Noncap. Improvements	5600	330,132	-	330,132	200,458	-	200,458	305,567	-	305,567
Transfers of Direct Costs	5700	-	-	-	-	-	-	-	-	-
Professional/Consulting Services and Operating Expend.	5800	275,234	411	275,645	856,822	2,398	859,221	284,770	797	285,567
Communications	5900	59,662	443	60,105	27,025	511	27,536	61,701	1,167	62,868
Total, Services and Other Operating Expenditures		689,150	727,569	1,416,719	1,102,819	275,156	1,377,975	673,257	834,848	1,508,105
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	11,598	-	11,598	3,903	-	3,903	10,045	-	10,045
Total, Capital Outlay		11,598	-	11,598	3,903	-	3,903	10,045	-	10,045
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	7281-7289	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		4,518,037	1,758,541	6,276,578	2,948,099	692,966	3,641,065	4,513,795	1,705,378	6,219,172
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		872,500	(872,500)	(0)	196,443	(162,109)	34,334	1,034,282	(1,034,282)	-
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		(872,500)	872,500	-	(162,109)	162,109	-	(1,034,282)	1,034,282	-
4. TOTAL OTHER FINANCING SOURCES / USES		(872,500)	872,500	-	(162,109)	162,109	-	(1,034,282)	1,034,282	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		-	-	(0)	34,334	-	34,334	-	-	-
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	27,747	-	27,747	27,747	-	27,747	27,747	-	27,747
b. Adjustments to Beginning Balance	9793, 9795	(27,747)	-	(27,747)	(27,747)	-	(27,747)	(27,747)	-	(27,747)
c. Adjusted Beginning Balance		-	-	-	-	-	-	-	-	-
2. Ending Fund Balance, June 30 (E + F.1.c.)		-	-	(0)	34,334	-	34,334	-	-	-
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	-	-	-	34,334	-	34,334	-	-	-



Insight at San Joaquin

Fiscal Year 2025-26 Second Interim Budget

Multi-Year Projection Assumptions			
Factor	FY 2025-26 (Y1)	FY 2026-27 (Y2)	FY 2027-28 (Y3)
Estimated Enrollment	361	365	368
Estimated # Unduplicated Pupils	291	294	297
Estimated P2 ADA	360	364	367
LCFF Entitlement per ADA	\$ 15,054	15,485	15,766
Average Daily Attendance Growth Rate ¹	3.9%	1.0%	1.0%
Net State SpEd Funding Rate per ADA	\$ 918	\$ 927	\$ 936
State Mental Health Funding Rate per ADA	\$ 83	\$ 84	\$ 85
Estimated Special Education Growth Rate	3.9%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.37%	3.08%	2.75%
Statutory Cost-of-Living Allowance (COLA)	2.30%	2.41%	3.06%
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	3.01%	2.87%	1.81%
Estimated Certificated FTEs	36.9	37.3	37.6
% Increase (Decrease) Certificated FTEs	0.99%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	2.42%	2.99%	2.90%
Salaries (Min Wage Schedule)	2.42%	2.96%	2.87%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	6.0	6.0	6.0
% Increase (Decrease) Classified FTEs	-2.37%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	-5.78%	3.08%	2.75%
CalPERS Employer Rate (statutory)	26.81%	26.40%	26.90%
Other State Revenues: Lottery	\$ 125,283	\$ 129,142	\$ 132,693
Other State Revenues: Mandated Block Grant	\$ 20,954	\$ 21,459	\$ 22,115
Other State Revenues: Student Support PD Block Grant	\$ 13,665	\$ 13,994	\$ 14,422
Other State Revenues: Arts, Music, Instr Materials Block Grant	\$ 13,665	\$ -	\$ -
Other State Revenues: Educator Effectiveness	\$ 26,173	\$ -	\$ -
Other State Revenues: Learning Recovery Emergency Block Grant	\$ 58,154	\$ 59,555	\$ 61,378
Other State Revenues: Literacy Screening PD	\$ -	\$ -	\$ -
Other Federal Revenues: ESSA CSI	\$ 44,582	\$ -	\$ -

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 Second Interim**

Charter School Name: Insight at San Joaquin
(continued) _____

CDS #: 39686270133116

Charter Approving Entity: New Jerusalem Elementary School District

County: San Joaquin

Charter #: 1762

Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025-26			2026-27 Projections	2027-28 Projections
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	5,291,703	0	5,291,703	5,503,567	5,662,295
Education Protection Account State Aid - Current Year	8012	71,994	0	71,994	72,714	73,441
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	55,115	0	55,115	53,670	53,670
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		5,418,812	0	5,418,812	5,629,951	5,789,406
2. Federal Revenues						
No Child Left Behind	8290	0	85,674	85,674	88,312	90,741
Special Education - Federal	8181, 8182	0	30,481	30,481	30,786	31,094
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	44,582	44,582	0	0
Total, Federal Revenues		0	160,737	160,737	119,098	121,835
3. Other State Revenues						
Special Education - State	StateRevSE	0	360,272	360,272	363,875	367,513
All Other State Revenues	StateRevAO	107,806	150,087	257,893	224,150	230,609
Total, Other State Revenues		107,806	510,359	618,165	588,025	598,122
4. Other Local Revenues						
All Other Local Revenues	LocalRevAD	21,460	0	21,460	0	0
Total, Local Revenues		21,460	0	21,460	0	0
5. TOTAL REVENUES		5,548,077	671,095	6,219,172	6,337,074	6,509,362
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,981,641	457,867	2,439,508	2,538,829	2,640,557
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	127,731	95,798	223,529	230,414	236,751
Other Certificated Salaries	1900	91,530	11,071	102,602	105,762	108,670
Total, Certificated Salaries		2,200,902	564,737	2,765,639	2,875,005	2,985,978
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	204,143	88,591	292,734	301,750	310,049
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		204,143	88,591	292,734	301,750	310,049
3. Employee Benefits						
STRS	3101-3102	420,372	107,865	528,237	549,126	570,322
PERS	3201-3202	54,731	23,751	78,482	79,662	83,403
OASDI / Medicare / Alternative	3301-3302	83,627	23,419	107,046	113,087	119,107
Health and Welfare Benefits	3401-3402	250,151	52,345	302,496	331,737	357,929
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	17,217	4,590	21,807	23,038	24,264
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		826,097	211,971	1,038,069	1,096,650	1,155,025

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 Second Interim**

Charter School Name: Insight at San Joaquin
 (continued) _____
 CDS #: 39686270133116
 Charter Approving Entity: New Jerusalem Elementary School Distric
 County: San Joaquin
 Charter #: 1762
 Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025-26			2026-27 Projections	2027-28 Projections
		Unrestricted	Restricted	Total		
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	508,862	5,231	514,092	419,753	368,321
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	75,330	0	75,330	77,650	79,786
Noncapitalized Equipment	4400	15,158	0	15,158	15,625	16,055
Food	4700	0	0	0	0	0
Total, Books and Supplies		599,350	5,231	604,581	513,029	464,161
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	125	710,267	710,392	732,272	752,409
Travel and Conferences	5200	(6,410)	114,382	107,972	111,298	114,358
Dues and Memberships	5300	6,523	8,235	14,758	5,279	5,424
Insurance	5400	19,778	0	19,778	20,387	20,948
Operations and Housekeeping Services	5500	1,202	0	1,202	1,239	1,273
Rentals, Leases, Repairs, and Noncap. Improvements	5600	305,567	0	305,567	313,011	322,551
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	284,770	797	285,567	291,993	299,959
Communications	5900	61,701	1,167	62,868	64,805	66,587
Total, Services and Other Operating Expenditures		673,257	834,848	1,508,105	1,540,284.10	1,583,510.38
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	10,045	0	10,045	10,355	10,640
Total, Capital Outlay		10,045	0	10,045	10,355	10,640
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		4,513,795	1,705,378	6,219,172	6,337,074	6,509,362
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,034,282	(1,034,282)	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	(1,034,282)	1,034,282	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(1,034,282)	1,034,282	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 Second Interim**

Charter School Name: Insight at San Joaquin

(continued) _____

CDS #: 39686270133116

Charter Approving Entity: New Jerusalem Elementary School District

County: San Joaquin

Charter #: 1762

Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2025-26			2026-27 Projections	2027-28 Projections
		Unrestricted	Restricted	Total		
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	27,747	0	27,747	0	0
b. Adjustments to Beginning Balance	9793, 9795	(27,747)	0	(27,747)		
c. Adjusted Beginning Balance		0	0	0	0	0
2. Ending Fund Balance, June 30 (E + F.1.c.)		0	0	0	0	(0)
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	0	0	0	0	(0)



Insight at San Joaquin
Fiscal Year 2025-26
Second Interim Budget
FY 2025-26 (Y1) Cash Flow Worksheet

Object	Actual Cash Flow												Forecast Cash Flow																		
	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accruals	Total	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accruals	Total			
A. BEGINNING CASH	1,678,446	1,701,305	2,266,569	2,221,865	1,745,451	1,929,576	2,246,166	2,568,784	2,638,474	2,748,347	2,866,943	2,893,361			1,678,446	1,701,305	2,266,569	2,221,865	1,745,451	1,929,576	2,246,166	2,568,784	2,638,474	2,748,347	2,866,943	2,893,361					
B. RECEIPTS																															
Local Control Funding Formula	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Property Tax	0	1,393	11,660	5,182	3,967	3,967	3,967	4,960	4,960	4,960	4,960	4,960	4,960	4,960	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Net State Aid	0	1,420,805	252,740	454,932	454,932	454,932	454,932	476,253	476,253	476,253	476,253	476,253	476,253	476,253	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
EPA	25,000	0	17,325	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Federal Revenues	0	36,116	109,759	9,478	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other State Revenues	89,520	30,342	19,652	132,543	49,074	89,713	92,049	51,816	61,816	92,725	18,545	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other Local Revenues	1,033	2,416	2,249	0	2,646	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Interfund Transfers In	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
All Other Financing Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Other Receipts/Non-Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
TOTAL RECEIPTS	115,554	1,491,072	413,385	602,135	510,619	548,612	651,538	543,030	583,214	591,937	499,759	583,214	(914,896)	0	115,554	1,491,072	413,385	602,135	510,619	548,612	651,538	543,030	583,214	591,937	499,759	583,214	(914,896)	0	115,554		
C. DISBURSEMENTS																															
Certificated Salaries	23,183	503,719	162,679	235,653	230,795	122,802	128,354	245,387	245,387	245,387	245,387	245,387	245,387	245,387	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Classified Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Employee Benefits	22,354	45,917	36,583	38,262	43,183	14,168	81,342	111,619	111,619	111,619	111,619	111,619	111,619	111,619	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Supplies and Services	47,157	376,171	256,828	804,634	52,515	95,053	119,224	78,487	78,487	78,487	78,487	78,487	78,487	78,487	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Capital Outlays	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Outgo	0	0	0	0	0	0	0	1,256	1,256	1,256	1,256	1,256	1,256	1,256	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
All Other Financing Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Disbursements/non Expenditures	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS	92,694	925,808	458,089	1,078,548	326,494	232,023	328,920	473,341	473,341	473,341	473,341	473,341	473,341	473,341	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
D. PRIOR YEAR TRANSACTIONS																															
Accounts Receivable																															
Accounts Payable																															
TOTAL PRIOR YEAR TRANSACTIONS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E. NET INCREASE/DECREASE (B - C + D)	22,859	565,264	(44,703)	(476,414)	184,125	316,590	322,618	69,689	109,873	118,596	26,418	232,567	(1,447,482)	0	22,859	565,264	(44,703)	(476,414)	184,125	316,590	322,618	69,689	109,873	118,596	26,418	232,567	(1,447,482)	0	22,859		
F. ENDING CASH (A + E)	1,701,305	2,266,569	2,221,865	1,745,451	1,929,576	2,246,166	2,568,784	2,638,474	2,748,347	2,866,943	2,893,361	3,125,928	0	1,701,305	2,266,569	2,221,865	1,745,451	1,929,576	2,246,166	2,568,784	2,638,474	2,748,347	2,866,943	2,893,361	3,125,928	0	1,701,305				
G. ENDING CASH PLUS ACCRUALS																															
TOTAL	1,678,446	1,701,305	2,266,569	2,221,865	1,745,451	1,929,576	2,246,166	2,568,784	2,638,474	2,748,347	2,866,943	2,893,361	(914,896)	1,678,446	1,701,305	2,266,569	2,221,865	1,745,451	1,929,576	2,246,166	2,568,784	2,638,474	2,748,347	2,866,943	2,893,361	3,125,928	(914,896)	1,678,446			

Insight @ San Joaquin (133116) - FY26 2nd Interim

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
General Assumptions						
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	2.41%	3.06%
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						
Unduplicated Pupil Count (UPC)	188	261	313	361	365	368
Unduplicated Pupil Percentage (UPP)	122	194	248	291	294	297
Current Year LCFF Average Daily Attendance (ADA)	64.46%	68.36%	74.02%	78.40%	80.17%	80.59%
Funded LCFF ADA	185.12	259.11	346.50	359.97	363.57	367.20
LCFF ADA Funding Method	185.12	259.11	346.50	359.97	363.57	367.20
Current Year Necessary Small School (NSS) ADA	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Funded NSS ADA	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant						
Grade Span Adjustment	\$2,055,202	\$3,113,207	\$4,207,896	\$4,471,881	\$4,625,306	\$4,814,401
Adjusted Base Grant	53,500	80,842	109,494	116,269	120,341	125,217
Supplemental Grant	\$2,108,702	\$3,194,049	\$4,317,390	\$4,588,150	\$4,745,647	\$4,939,618
Concentration Grant	271,854	436,690	639,146	719,422	760,917	796,168
Total Base, Supplemental and Concentration Grant	129,664	103,807	107,201	111,240	123,387	53,620
Allowance: Necessary Small School	\$2,510,220	\$3,734,546	\$5,063,737	\$5,418,812	\$5,629,951	\$5,789,406
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-
Total Allowance and Add-On Amounts	\$-	\$-	\$-	\$-	\$-	\$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$2,510,220	\$3,734,546	\$5,063,737	\$5,418,812	\$5,629,951	\$5,789,406
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 2,510,220	\$ 3,734,546	\$ 5,063,737	\$ 5,418,812	\$ 5,629,951	\$ 5,789,406
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 13,560	\$ 14,413	\$ 14,614	\$ 15,054	\$ 15,485	\$ 15,766
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	2,510,220	3,734,546	5,063,737	5,418,812	5,629,951	5,789,406
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 27,874	\$ 43,642	\$ 56,098	\$ 55,115	\$ 53,670	\$ 53,670
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 37,024	\$ 51,822	\$ 69,300	\$ 71,994	\$ 72,714	\$ 73,441
Net State Aid (excludes Additional State Aid)	\$ 2,445,322	\$ 3,639,082	\$ 4,938,339	\$ 5,291,703	\$ 5,503,567	\$ 5,662,295
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 2,510,220	\$ 3,734,546	\$ 5,063,737	\$ 5,418,812	\$ 5,629,951	\$ 5,789,406
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	\$ 2,445,322	\$ 3,639,082	\$ 4,938,339	\$ 5,291,703	\$ 5,503,567	\$ 5,662,295
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 37,024	\$ 51,822	\$ 69,300	\$ 71,994	\$ 72,714	\$ 73,441
(P-2 plus Current Year Accrual)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ 8	\$ 44	\$ (20)	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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)	27,874	43,642	56,098	55,115	53,670	53,670
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 2,510,220	\$ 3,734,546	\$ 5,063,737	\$ 5,418,812	\$ 5,629,951	\$ 5,789,406
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 2,510,220	\$ 3,734,546	\$ 5,063,737	\$ 5,418,812	\$ 5,629,951	\$ 5,789,406
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (Excludes add-ons for TIIG & Transportation)			\$ 4,317,390	\$ 4,588,150	\$ 4,745,647	\$ 4,939,618
Supplemental and Concentration Grant funding in the LCAP year			\$ 746,347	\$ 830,662	\$ 884,304	\$ 849,788
Projected Additional 15% Concentration Grant funding in the LCAP year			\$ 24,739	\$ 25,671	\$ 28,474	\$ 12,374
Percentage to Increase or Improve Services			17.29%	18.10%	18.63%	17.20%

APPROVED

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

BOARD REPORT #03

VIA: INSIGHT STAFF
February 27, 2026

SUBJECT: The ratification of disbursements made by Insight at San Joaquin from November 2025 through December 2025.

PROPOSAL:

It is proposed that the Governing Board of Insight at San Joaquin ratify the disbursements made by the school from November 2025 through December 2025.

BACKGROUND:

On a monthly basis, Insight at San Joaquin has been sending a board representative 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 November 2025 through December 2025.

BUDGET IMPLICATIONS:

The total disbursements for the months of November 2025 and December 2025 were \$327,389, and \$229,019, respectively.

RECOMMENDATIONS:

It is recommended that the Governing Board ratify the disbursements made by Insight at San Joaquin from November 2025 through December 2025.

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

Kimberly Odom
Head of School

Dustin Kepler
Accounts Payable Specialist

PRESENTED BY:

Kimberly Odom
Head of School

Francis "Paco" Burke
Chief Business Official

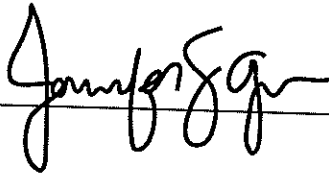
Ayes: 2

No: 0

Abstain: 1

Approved: Yes

Witnessed:



Date: 2/27/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Deanna Vallergera	X				X	
Erik Kautz	X		X			
Kelly Nelson	X					X

**Insight School at San Joaquin
Board Disbursements A/P Payment History
November 01, 2025 - November 30, 2025**

Vendor	Description	Total
ADP, Inc.	Payroll Services	132,093.40
Insight @ CA	NOV 2025 Intercompany Settlement	111,010.00
SAN JOAQUIN COUNTY OF EDUCATION	STRS EE/ER Contribution	29,214.98
Green Hasson & Janks LLP	Audit Fees & Professional Services	14,008.00
East Valley Education Center, Inc	Special Education Contracted Services	12,095.00
State Board of Equalization	Sales Tax	5,000.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	3,024.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	2,870.00
Effectual Educational Consulting Service	Special Education Services	2,699.24
Behavior Education Consulting Center	Psychological Services for SPED Students	2,100.00
EMHSports USA, Inc	Special Education Contracted Services	1,885.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	1,859.04
California Teachers Association	Union Dues	1,690.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	1,612.78
Chase Boyle dba Snow Counseling	Special Education Contracted Services	1,390.63
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	1,357.88
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	758.75
The Stepping Stones Group LLC	Special Education Contracted Services	558.33
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	408.54
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	403.00
Grace Speech Therapy Corp.	SLP IEP Attendance	310.00
Foundations Therapy Service	Special Education Contracted Services	288.75
Specialized Therapy Services Inc	Special Education Contracted Services	236.25
Anchor Counseling & Education Solutions	Special Education Contracted Services	231.75
E-Therapy Intermediate, INC	Special Education Contracted Services	75.69
Kadiant, LLC	Special Education Contracted Services	70.00
Oxford Consulting Services	Special Education Contracted Services	58.50
Deaf and Hard of Hearing Educational Solutions, Inc.	SPED Services	48.34
Milestones Therapy Group	Language and Speech Therapy	30.00
CalSTRS Accounting Division - Cash Receipts	Employer Share Summary	1.60
Grand Total		327,389.45

Insight School at San Joaquin
Board Disbursements A/P Payment History by Vendor
November 01, 2025 - November 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 11.20.2025 - State Board of Equalization(Insight@San Joaquin)	Bill	11/20/2025	ISJ_OCT'25 Use Tax (PrePayment)	ISSJ_Use Tax_OCT 2025 Prepayment 1	(5,000.00)
	Bill Payment	11/20/2025	ACH 11.20.2025	ISSJ_Use Tax_OCT 2025 Prepayment 1	5,000.00
					0.00
Bill Payment #2471 - SAN JOAQUIN COUNTY OF EDUCATION	Bill	11/24/2025	ISJ_NOV 2025 STRS EE/ER Contrib	ISJ_NOV 2025 STRS EE/ER Contrib	(29,214.98)
	Bill Payment	11/24/2025	2471	iSJ_NOV 2025 STRS EE/ER Contrib	29,214.98
					0.00
Bill Payment #2456 - Communicology, Inc., DBA, TeleSesh(Insight @ San Joaquin)	Bill	11/19/2025	INV-01244		(221.00)
	Bill Payment	11/20/2025	2456		221.00
Bill Payment #2439 - Communicology, Inc., DBA, TeleSesh(Insight @ San Joaquin)	Bill	11/06/2025	INV-01203		(200.63)
	Bill	11/06/2025	INV-01229		(936.25)
	Bill Payment	11/06/2025	2439		1,136.88
					0.00
Bill Payment #2470 - The Stepping Stones Group LLC(Insight @ San Joaquin)	Bill	11/19/2025	INV-01217		(67.00)
	Bill	11/19/2025	INV-01237		(134.00)
	Bill Payment	11/20/2025	2470		201.00
Bill Payment #2446 - The Stepping Stones Group LLC(Insight @ San Joaquin)	Bill	11/06/2025	INV-01192		(201.00)
	Bill	11/06/2025	INV-01204		(156.33)
	Bill Payment	11/06/2025	2446		357.33
					0.00
Bill Payment #ACH 11.25.2025 - ADP, Inc.(Insight @ San Joaquin)	Bill	11/25/2025	ISSJ_NOV'25 PYRL #1	ISSJ_NOV 2025 ADP Payroll #1 (11.01.25 - 11.15.25)	(51,130.16)
	Bill Payment	11/25/2025	ACH 11.25.2025	ISSJ_NOV 2025 ADP Payroll #1 (11.01.25 - 11.15.25)	51,130.16
Bill Payment #ACH 11.10.2025 - ADP, Inc.(Insight @ San Joaquin)	Bill	11/21/2025	ISSJ_NOV'25 Benefits	ISSJ_NOV 2025 ADP - Benefits (November 2025)	(26,900.09)
	Bill Payment	11/21/2025	ACH 11.10.2025	ISSJ_NOV 2025 ADP - Benefits (November 2025)	26,900.09
Bill Payment #ACH 11.07.2025 - ADP, Inc.(Insight @ San Joaquin)	Bill	11/25/2025	ISSJ_OCT'25 PYRL #2	ISSJ_OCT 2025 ADP Payroll #2 (10.16.25 - 10.31.25)	(54,063.15)
	Bill Payment	11/25/2025	ACH 11.07.2025	ISSJ_OCT 2025 ADP Payroll #2 (10.16.25 - 10.31.25)	54,063.15
					0.00
Bill Payment #2464 - Green Hasson & Janks LLP(Insight@San Joaquin)	Bill	11/19/2025	33736		(14,008.00)
	Bill Payment	11/20/2025	2464		14,008.00
					0.00
Bill Payment #2463 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	11/19/2025	INV-02476		(124.00)
	Bill	11/19/2025	INV-02505		(15.50)
	Bill Payment	11/20/2025	2463		139.50
Bill Payment #2443 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	11/06/2025	INV-02438		(124.00)
	Bill	11/06/2025	INV-02452		(15.50)
	Bill	11/06/2025	INV-02464		(31.00)
	Bill Payment	11/06/2025	2443		170.50
					0.00
Bill Payment #2454 - Christopher Chaldez dba Upward Bound School Inc.(Insight @ San Joaquin)	Bill	11/19/2025	INV-01133		(840.00)
	Bill	11/19/2025	INV-01115		(840.00)
	Bill Payment	11/20/2025	2454		1,680.00
Bill Payment #2438 - Christopher Chaldez dba Upward Bound School Inc.(Insight @ San Joaquin)	Bill	11/06/2025	INV-01104		(1,344.00)
	Bill Payment	11/06/2025	2438		1,344.00
					0.00
Bill Payment #2449 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	11/19/2025	INV-08116		(103.00)
	Bill Payment	11/20/2025	2449		103.00
Bill Payment #2436 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	11/06/2025	INV-08073		(128.75)
	Bill Payment	11/06/2025	2436		128.75
					0.00
Bill Payment #2440 - Deaf and Hard of Hearing Educational Solutions, Inc.(Insight @ San Joaquin)	Bill	11/06/2025	INV-00100		(24.17)
	Bill	11/06/2025	INV-00107		(24.17)
	Bill Payment	11/06/2025	2440		48.34
					0.00
Bill Payment #2457 - E-Therapy Intermediate, INC(Insight @ San Joaquin)	Bill	11/19/2025	INV-09813		(75.69)
	Bill Payment	11/20/2025	2457		75.69
					0.00
Bill Payment #2447 - TheraStaffers(Insight @ San Joaquin)	Bill	11/06/2025	INV-00962		(403.00)
	Bill Payment	11/06/2025	2447		403.00

Insight School at San Joaquin
Board Disbursements A/P Payment History by Vendor
November 01, 2025 - November 30, 2025

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
					(1,690.00)
Bill Payment #2452 - California Teachers Association(Insight@San Joaquin)	Bill	11/19/2025	Union Dues - 102025		1,690.00
	Bill Payment	11/20/2025	2452		0.00
					(260.78)
Bill Payment #2450 - Axis Teletherapy(Insight @ San Joaquin)	Bill	11/19/2025	INV-02135		(1,352.00)
	Bill	11/19/2025	INV-02199		1,612.78
	Bill Payment	11/20/2025	2450		0.00
					(1,390.63)
Bill Payment #2453 - Chase Boyle dba Snow Counseling(Insight @ San Joaquin)	Bill	11/19/2025	INV-00866		1,390.63
	Bill Payment	11/20/2025	2453		0.00
					(2,870.00)
Bill Payment #2455 - Christy Bock dba Cornerstone Educational Solutions(Insight @ San Joaquin)	Bill	11/19/2025	INV-00645		2,870.00
	Bill Payment	11/20/2025	2455		0.00
					(8,325.00)
Bill Payment #2458 - East Valley Education Center, Inc(Insight @ San Joaquin)	Bill	11/19/2025	14876-4714A		(3,770.00)
	Bill	11/19/2025	14876-4715A		12,095.00
	Bill Payment	11/20/2025	2458		0.00
					(100.00)
Bill Payment #2472 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	06/12/2025	INV-10706		(45.00)
	Bill	06/12/2025	INV-10717		(750.65)
	Bill	06/12/2025	INV-10736		895.65
	Bill Payment	11/24/2025	2472		(203.34)
Bill Payment #2459 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	11/19/2025	INV-11610		(515.00)
	Bill	11/19/2025	INV-11614		(274.50)
	Bill	11/19/2025	INV-11637		(780.00)
	Bill	11/19/2025	INV-11671		(30.75)
	Bill	11/19/2025	INV-11707		1,803.59
	Bill Payment	11/20/2025	2459		0.00
					(855.03)
Bill Payment #2460 - El Paseo Children's Center, Inc.(Insight @ San Joaquin)	Bill	11/19/2025	INV-01417		855.03
	Bill Payment	11/20/2025	2460		(1,004.01)
Bill Payment #2441 - El Paseo Children's Center, Inc.(Insight @ San Joaquin)	Bill	11/06/2025	INV-01406		1,004.01
	Bill Payment	11/06/2025	2441		0.00
					(1,885.00)
Bill Payment #2461 - EMHSports USA, Inc(Insight@San Joaquin)	Bill	11/19/2025	INV-04105		1,885.00
	Bill Payment	11/20/2025	2461		0.00
					(52.50)
Bill Payment #2462 - Foundations Therapy Service(Insight@San Joaquin)	Bill	11/19/2025	INV-01082		52.50
	Bill Payment	11/20/2025	2462		(78.75)
Bill Payment #2442 - Foundations Therapy Service(Insight@San Joaquin)	Bill	11/06/2025	INV-01056		(105.00)
	Bill	11/06/2025	INV-01057		(52.50)
	Bill	11/06/2025	INV-01069		236.25
	Bill Payment	11/06/2025	2442		0.00
					(70.00)
Bill Payment #2465 - Kadiant, LLC (Insight @ San Joaquin)	Bill	11/19/2025	INV-00318		70.00
	Bill Payment	11/20/2025	2465		0.00
					(366.50)
Bill Payment #2466 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	11/19/2025	INV-10334		366.50
	Bill Payment	11/20/2025	2466		(274.25)
Bill Payment #2445 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	11/06/2025	INV-10164		(118.00)
	Bill	11/06/2025	INV-10220		392.25
	Bill Payment	11/06/2025	2445		0.00
					(58.50)
Bill Payment #2467 - Oxford Consulting Services(Insight@San Joaquin)	Bill	11/19/2025	INV-02133		58.50
	Bill Payment	11/20/2025	2467		0.00
Bill Payment #2437 - CalSTRS Accounting Division - Cash Receipts(Insight @ San Joaquin)	Bill	11/06/2025	7012025	SYSTEM ERROR RECOVERY EMPLOYER SHARE (SERES) SUMMARY	(1.60)

Insight School at San Joaquin
Board Disbursements A/P Payment History by Vendor
November 01, 2025 - November 30, 2025

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2437 - CalSTRS Accounting Division - Cash Receipts (Insight @ San Joaquin)	Bill Payment	11/06/2025	2437	SYSTEM ERROR RECOVERY EMPLOYER SHARE (SERES) SUMMARY	1.60
Bill Payment #2444 - Milestones Therapy Group (Insight @ San Joaquin)	Bill	11/06/2025	INV-00056		0.00
	Bill Payment	11/06/2025	2444		(30.00)
					30.00
Bill Payment #2448 - Insight @ CA (Insight @ San Joaquin)	Bill	11/20/2025	ISJ_NOV'25 Interco_ISCA	NOV 2025 Intercompany Settlement	0.00
	Bill Payment	11/20/2025	2448	NOV 2025 Intercompany Settlement	(111,010.00)
					111,010.00
Bill Payment #2451 - Behavior Education Consulting Center (Insight @ San Joaquin)	Bill	11/19/2025	INV-00187		0.00
	Bill Payment	11/20/2025	2451		(2,100.00)
					2,100.00
Bill Payment #2468 - Presence Learning, Inc. (Insight @ San Joaquin)	Bill	11/19/2025	INV-09577		0.00
	Bill Payment	11/20/2025	2468		(408.54)
					408.54
Bill Payment #2469 - Specialized Therapy Services Inc (Insight @ San Joaquin)	Bill	11/19/2025	6/4-6/6/2025		0.00
	Bill Payment	11/20/2025	2469		(236.25)
					236.25
					0.00
					0.00
Total					327,389.45

Transaction Summary
Insight School at San Joaquin

Vendor	Amount
Law Offices of Young, Minney & Corr, LLP	1,263.25
Barrington Staffing Services	379.40
Smile From The Inside, Inc.	280.37
AppleOne Employment Services	209.62
Cornerstone Educational Solutions	142.00
Bill.com	114.84
FusionPlus Inc	102.57
DataBasics, Inc.	88.75
Select Staffing	71.75
Express Employment Professionals	54.84
The Back Room Inc	50.33
UPS	49.81
Amazon	47.92
Supreme Facility Services, Inc.	47.53
Quill Corporation	43.51
De Lage Landen Financial Services Inc.	38.13
Southern California Edison	29.35
Comm-Core	26.62
CA Secretary of State	25.00
City of Simi Valley	21.23
AT&T Mobility	18.15
Verizon Wireless	10.99
Integration Inc.	5.28
Waste Management	5.04
Wayfair	4.34
Doctors Wellness Company LLC dba WellnessMart MD	4.24
Domino's	3.19
Paper Recycling & Shredding	3.09
LACOE	2.74
Nothing Bundt Cakes	2.41
Smart & Final	1.31
Target	0.16
Grand Total	3,147.75

Transaction Details
Insight School at San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SI
Express Employment Professionals	Outside Service	51805 Professional Svcs & Outside Labor: Outside Labor/Temporary Help	101 General	LLC 33082106 LLC 33113571 LLC 33147408	October (10-26) November (11-2) November (11-9)	1,432.00 1,145.60 4,009.60	19.58 15.67 54.84
	Outside Service Total					4,009.60	54.84
Express Employment Professionals Total						4,359.00	0.00
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor: Other Professional Services	320 Supp- ELD Services	LLC 74586103125	October	4,359.00	0.00
	Outside Service-General Total					4,359.00	0.00
Certified Languages International Total						1,600.00	0.00
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor: Other Professional Services	410 SUPP - Transcripts	LLC F19306550 LLC T-930650090	October October	11,504.72 13,104.72	0.00 0.00
	Outside Service-General Total					13,104.72	0.00
Document Tracking Services Total						899.96	0.00
Apple Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	280 SPED	LLC MC19467516	October (10-22)	899.96	0.00
	Non K12 Curriculum Total					899.96	0.00
Apple Inc. Total						1,946.37	26.62
Comms-Core	Communications	53801 Phone & Internet Expense: Telephone	101 General	LLC 1109054	November	1,946.37	26.62
	Communications Total					1,946.37	26.62
Comm-Core Total						7,100.00	142.00
Cornerstone Educational Solutions	Subagreements for Services	51817 Professional Svcs & Outside Labor: Special Education Professional Services	280 SPED	LLC INV-1597	October	7,100.00	142.00
	Subagreements for Services Total					7,100.00	142.00
Cornerstone Educational Solutions Total						3,349.53	0.00
Tech to School	Non K12 Curriculum	56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	280 SPED	LLC MTS79941	November (11-13)	3,349.53	0.00
	Non K12 Curriculum Total					3,349.53	0.00
Tech to School Total						8,221.95	0.00
Everway LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional: Program Fees - Non K12 Curriculum	280 SPED	LLC 0027079821	October	8,221.95	0.00
	Non K12 Curriculum Total					8,221.95	0.00
Everway LLC Total						1,675.66	0.00
Los Angeles Marriott Burbank Airport Hotel	Teacher Training	56313 Program Fees & Other Instructional: Program Fees - Professional Development	560 Title I	LLC 10/6-10/8/25	October	1,675.66	0.00
	Teacher Training Total					3,466.40	0.00
	Materials and Supplies	56313 Program Fees & Other Instructional: Program Fees - Professional Development	560 Title I	LLC M-VLDN50H	December	3,466.40	0.00
	Materials and Supplies Total					5,142.06	0.00
Los Angeles Marriott Burbank Airport Hotel Total						1,106.37	15.13
Select Staffing	Outside Service	51805 Professional Svcs & Outside Labor: Outside Labor/Temporary Help	101 General	LLC 8411229566 LLC 8411240539 LLC 8411265038 LLC 8411285252	October (10-19) October (10-26) November (11-2) November (11-9)	1,380.00 1,380.00 1,380.00 5,246.37	18.87 18.87 18.87 71.75
	Outside Service Total					5,246.37	71.75
Select Staffing Total						72,857.50	0.00
The Stepping Stones Group LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor: Special Education Professional Services	280 SPED	LLC M0260468	September	72,857.50	0.00
	Subagreements for Services Total					72,857.50	0.00
The Stepping Stones Group LLC Total						6,489.05	88.75
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor: Other Professional Services	101 General	LLC 0815737	October	6,489.05	88.75
	Outside Service-General Total					6,489.05	88.75
DataBasics, Inc. Total						6,480.00	0.00
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional: Program Fees - Professional Development	560 Title I	LLC 5332560	October (10-24)	6,480.00	0.00
	Teacher Training Total					6,480.00	0.00
Solution Tree Total						310.00	4.24
Doctors Wellness Company LLC dba WellnissMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor: Other Professional Services	101 General	LLC INV-0014162	October	310.00	4.24
	Outside Service-General Total					310.00	4.24
Doctors Wellness Company LLC dba WellnissMart MD Total						200.00	2.74
LACOE	Dues and Memberships	55801 Dues, Memberships & Research Svcs: Memberships	101 General	LLC 2640667	October (10-15)	200.00	2.74
	Dues and Memberships Total					200.00	2.74
LACOE Total						100.00	0.00
SkillsUSA California	Teacher Training	56313 Program Fees & Other Instructional: Program Fees - Professional Development	310 SUPP - CRE	LLC 9338	September (9-30)	100.00	0.00
	Teacher Training Total					100.00	0.00
SkillsUSA California Total						803.68	10.99
Verizon Wireless	Telephone - Administration	56504 Program Fees & Other Instructional: Admin - Telephone	101 General	LLC 6125111205	September	803.68	10.99
	Telephone - Administration Total					803.68	10.99
Verizon Wireless Total						1,551.98	21.23
City of Simi Valley	Utilities	53302 Rent and Utilities: Utilities, CANV, and Real Estate	101 General	LLC 71001648	October (10-29)	1,551.98	21.23
	Utilities Total					1,551.98	21.23
City of Simi Valley Total						254.00	3.47
Integration Inc.	Printing Expense	52801 Office Supplies Expense: Business Expense/Printing & Reproduction	*(80Line 30) 101 General	LLC 251109 LLC 251110	November (11-10) November (11-12)	43.00 297.00	0.59 4.06
	Printing Expense Total					84.24	1.15
	Postage	54301 Postage & Delivery Expense: Postage	*(80Line 30) 101 General	LLC 251109 LLC 251110	November (11-10) November (11-12)	4.68 88.92	0.06 1.22
	Postage Total					85.92	5.28
Integration Inc. Total						97,706.70	0.00
ParentSquare Inc.	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 2024-25154	November (11-1)	97,706.70	0.00
	Prepaid Other Total					97,706.70	0.00
ParentSquare Inc. Total						317.42	4.34
Wayfair	Office Expense	52802 Office Supplies Expense: Office Supplies - COS	101 General	4356904306	October	317.42	4.34
	Office Expense Total					317.42	4.34
Wayfair Total						317.42	4.34

Transaction Details
Insight School at San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	J-SJ
Smart & Final	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	10292025	October	95.78	1.31
	Office Expense Total						
Smart & Final Total						95.78	1.31
City of Morgan Hill	School Event	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	141 CAVA A5B	61876351	October	500.00	0.00
	School Event Total						
City of Morgan Hill Total						500.00	0.00
Nothing Bundt Cakes	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	049866202	October	175.89	2.41
	Office Expense Total						
Nothing Bundt Cakes Total						175.89	2.41
Target	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	10912025	October	11.95	0.16
	Office Expense Total						
Target Total						11.95	0.16
Domino's	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	35	October	233.33	3.19
	Office Expense Total						
Domino's Total						233.33	3.19
CA Secretary of State	Legal	51807 Professional Svcs & Outside Labor : Legal	101 General	11969795	November	75.00	25.00
	Legal Total						
CA Secretary of State Total						75.00	25.00
Grand Total						1,032.95	3,147.75

**Insight School at San Joaquin
Board Disbursements A/P Payment History
December 01, 2025 - December 31, 2025**

Vendor	Description	Total
		132,277.90
ADP, Inc.	Payroll Services	44,580.82
New Jerusalem Elementary School Distric	Q3 Oversight/Indirect fees (Jan - Mar)	14,361.60
Northern California Preparatory School	Special Education Contracted Services	10,040.00
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	6,585.18
Effectual Educational Consulting Service	Special Education Services	4,024.30
Braille Abilities, LLC	Special Education Orientation and Mobility Services	3,600.00
Behavior Education Consulting Center	Psychological Services for SPED Students	2,184.00
Christopher Chaldez dba Upward Bound School Inc.	Special Education Contracted Services	2,000.00
State Board of Equalization	Sales Tax	1,970.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	1,690.00
California Teachers Association	Union Dues	1,165.00
EMHSports USA, Inc	Special Education Contracted Services	953.14
Chase Boyle dba Snow Counseling	Special Education Contracted Services	713.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	505.04
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	419.52
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	405.75
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	352.67
The Stepping Stones Group LLC	Special Education Contracted Services	310.00
Grace Speech Therapy Corp.	SLP IEP Attendance	229.50
Foundations Therapy Service	Special Education Contracted Services	210.00
Kadiant, LLC	Special Education Contracted Services	197.69
E-Therapy Intermediate, INC	Special Education Contracted Services	95.33
Judith A. Kroeger, Inc.	Special Education Contracted Services	56.25
ACES Clinics INC	Language and Speech Therapy	51.50
Anchor Counseling & Education Solutions	Special Education Contracted Services	24.17
Deaf and Hard of Hearing Educational Solutions, Inc.	SPED Services	14.63
SAN JOAQUIN COUNTY OF EDUCATION	STRS EE/ER Contribution	1.60
San Joaquin County Office of Education	Annual Subscription	1.60
Grand Total		229,018.59

Insight School at San Joaquin
Board Disbursements A/P Payment History by Vendor
December 01, 2025 - December 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 12.15.2025 - State Board of Equalization(Insight@San Joaquin)	Bill	12/04/2025	ISSJ_NOV'25 Use Tax (PrePymnt)	ISSJ_Use Tax_NOV 2025 Prepayment 2	(2,000.00)
	Bill Payment	12/15/2025	ACH 12.15.2025	ISSJ_Use Tax_NOV 2025 Prepayment 2	2,000.00
Bill Payment #2492 - Communicology, Inc., DBA, TeleSesh(Insight @ San Joaquin)	Bill	12/16/2025	INV-01331		(90.13)
	Bill	12/16/2025	INV-01304		(200.63)
	Bill Payment	12/17/2025	2492		290.76
Bill Payment #2477 - Communicology, Inc., DBA, TeleSesh(Insight @ San Joaquin)	Bill	12/04/2025	INV-01260		(128.76)
	Bill Payment	12/05/2025	2477		128.76
Bill Credit #INV-003-10272 _ ISSJ-Jun.25-SS&T - K12 MANAGEMENT INC	Bill	07/14/2025	INV-003-10272 _ ISSJ-Jun.25-SS&T	INV-003-10272 _ ISSJ-Jun.25-SS&T	(86,804.00)
	Bill Credit	12/04/2025	INV-003-10272 _ ISSJ-Jun.25-SS&T	INV-003-10272 _ ISSJ-Jun.25-SS&T	86,804.00
					0.00
Bill Payment #2504 - The Stepping Stones Group LLC(Insight @ San Joaquin)	Bill	12/16/2025	INV-01268		(78.17)
	Bill Payment	12/17/2025	2504		78.17
Bill Payment #2484 - The Stepping Stones Group LLC(Insight @ San Joaquin)	Bill	12/04/2025	INV-01232		(140.50)
	Bill	12/04/2025	INV-01250		(134.00)
	Bill Payment	12/05/2025	2484		274.50
Bill Payment #ACH 12.23.2025 Pyrl - ADP, Inc.(Insight @ San Joaquin)	Bill	12/31/2025	ISSJ_DEC'25 PYRL #1	ISSJ_DEC 2025 ADP Payroll #1 (12.01.25 - 12.15.25)	(51,773.53)
	Bill Payment	12/31/2025	ACH 12.23.2025 Pyrl	ISSJ_DEC 2025 ADP Payroll #1 (12.01.25 - 12.15.25)	51,773.53
Bill Payment #ACH 12.10.2025 Pyrl - ADP, Inc.(Insight @ San Joaquin)	Bill	12/31/2025	ISSJ_DEC'25 Benefits	ISSJ_DEC 2025 ADP - Benefits (December 2025)	(27,674.39)
	Bill Payment	12/31/2025	ACH 12.10.2025 Pyrl	ISSJ_DEC 2025 ADP - Benefits (December 2025)	27,674.39
Bill Payment #ACH 12.09.2025 Pyrl - ADP, Inc.(Insight @ San Joaquin)	Bill	12/31/2025	ISSJ_NOV'25 PYRL #2	ISSJ_NOV 2025 ADP Payroll #2 (11.16.25 - 11.30.25)	(52,829.98)
	Bill Payment	12/31/2025	ACH 12.09.2025 Pyrl	ISSJ_NOV 2025 ADP Payroll #2 (11.16.25 - 11.30.25)	52,829.98
Bill Payment #2498 - Green Hasson & Janks LLP(Insight@San Joaquin)	Bill	12/16/2025	35027 Partial		(10,040.00)
	Bill Payment	12/17/2025	2498		10,040.00
Bill Payment #2497 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	12/16/2025	INV-02593		(31.00)
	Bill	12/16/2025	INV-02621		(62.00)
	Bill	12/16/2025	INV-02639		(15.50)
	Bill Payment	12/17/2025	2497		108.50
Bill Payment #2480 - Grace Speech Therapy Corp.(Insight @ San Joaquin)	Bill	12/04/2025	INV-02559		(139.50)
	Bill	12/04/2025	INV-02571		(62.00)
	Bill Payment	12/05/2025	2480		201.50
Bill Payment #2490 - Christopher Chaldez dba Upward Bound School Inc.(Insight @ San Joaquin)	Bill	12/16/2025	INV-01159		(840.00)
	Bill	12/16/2025	INV-01170		(672.00)
	Bill Payment	12/17/2025	2490		1,512.00
Bill Payment #2476 - Christopher Chaldez dba Upward Bound School Inc.(Insight @ San Joaquin)	Bill	12/04/2025	INV-01141		(672.00)
	Bill Payment	12/05/2025	2476		672.00
Bill Payment #2473 - Anchor Counseling & Education Solutions(Insight@San Joaquin)	Bill	12/04/2025	INV-08142		(51.50)
	Bill Payment	12/05/2025	2473		51.50
Bill Payment #2493 - Deaf and Hard of Hearing Educational Solutions, Inc.(Insight @ San Joaquin)	Bill	12/16/2025	INV-00126		(24.17)
	Bill Payment	12/17/2025	2493		24.17
Bill Payment #2478 - E-Therapy Intermediate, INC(Insight @ San Joaquin)	Bill	12/04/2025	INV-09898		(30.50)
	Bill	12/04/2025	INV-09908		(45.19)
	Bill	12/04/2025	INV-09915		(122.00)
	Bill Payment	12/05/2025	2478		197.69
Bill Payment #2485 - TheraStaffers(Insight @ San Joaquin)	Bill	12/04/2025	INV-00983		(682.00)
	Bill	12/04/2025	INV-00992		(31.00)
	Bill Payment	12/05/2025	2485		713.00
					0.00

Insight School at San Joaquin
Board Disbursements A/P Payment History by Vendor
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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2489 - California Teachers Association(Insight@San Joaquin)	Bill	12/16/2025	Union Dues - 112025		(1,690.00)
	Bill Payment	12/17/2025	2489		1,690.00
					0.00
Bill Payment #2487 - Axis Teletherapy(Insight @ San Joaquin)	Bill	12/16/2025	INV-02290		(442.50)
	Bill	12/16/2025	INV-02226		(62.54)
	Bill Payment	12/17/2025	2487		505.04
					0.00
					(953.14)
Bill Payment #2475 - Chase Boyle dba Snow Counselling(Insight @ San Joaquin)	Bill	12/04/2025	INV-00878		953.14
	Bill Payment	12/05/2025	2475		0.00
					(1,970.00)
Bill Payment #2491 - Christy Bock dba Cornerstone Educational Solutions(Insight @ San Joaquin)	Bill	12/16/2025	INV-00650		1,970.00
	Bill Payment	12/17/2025	2491		0.00
					(184.50)
Bill Payment #2494 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	12/16/2025	INV-11740		(748.00)
	Bill	12/16/2025	INV-11747		(235.50)
	Bill	12/16/2025	INV-11824		(187.50)
	Bill	12/16/2025	INV-11846		(165.00)
	Bill	12/16/2025	INV-11852		(390.00)
	Bill	12/16/2025	INV-11863		(187.50)
	Bill	12/16/2025	INV-11874		(194.84)
	Bill	12/16/2025	INV-11882		(309.00)
	Bill	12/16/2025	INV-11885		2,601.84
	Bill Payment	12/17/2025	2494		(1,210.00)
Bill Payment #2479 - Effectual Educational Consulting Service(Insight@San Joaquin)	Bill	12/04/2025	INV-11651		(1,850.00)
	Bill	12/04/2025	INV-11680		(125.00)
	Bill	12/04/2025	INV-11687		(370.00)
	Bill	12/04/2025	INV-11691		(370.00)
	Bill	12/04/2025	INV-11714		(58.34)
	Bill	12/04/2025	INV-11725		3,983.34
	Bill Payment	12/05/2025	2479		0.00
Amount Unapplied - Bill Payment #2479 - Effectual Educational Consulting Service(Insight@San Joaquin)					0.00
					(1,165.00)
Bill Payment #2495 - EMHSports USA, Inc(Insight@San Joaquin)	Bill	12/16/2025	INV-04130		1,165.00
	Bill Payment	12/17/2025	2495		0.00
					(229.50)
Bill Payment #2496 - Foundations Therapy Service(Insight@San Joaquin)	Bill	12/16/2025	INV-01099		229.50
	Bill Payment	12/17/2025	2496		0.00
					(210.00)
Bill Payment #2499 - Kadiant, LLC (Insight @ San Joaquin)	Bill	12/16/2025	INV-00333		210.00
	Bill Payment	12/17/2025	2499		0.00
					(246.00)
Bill Payment #2500 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	12/16/2025	INV-10439		(37.50)
	Bill	12/16/2025	INV-10478		283.50
	Bill Payment	12/17/2025	2500		(37.50)
Bill Payment #2482 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Joaquin)	Bill	12/04/2025	INV-10360		(84.75)
	Bill	12/04/2025	INV-10406		122.25
	Bill Payment	12/05/2025	2482		0.00
					(3,600.00)
Bill Payment #2474 - Behavior Education Consulting Center(Insight @ San Joaquin)	Bill	12/04/2025	INV-00202		3,600.00
	Bill Payment	12/05/2025	2474		0.00
					(95.33)
Bill Payment #2481 - Judith A. Kroeger, Inc.(Insight @ San Joaquin)	Bill	12/04/2025	INV-00084		95.33
	Bill Payment	12/05/2025	2481		0.00
					(1.60)
Bill Payment #2483 - San Joaquin County Office of Education(Insight @ San Joaquin)	Bill	12/04/2025	AR-0656		1.60
	Bill Payment	12/05/2025	2483		0.00

Insight School at San Joaquin
Board Disbursements A/P Payment History by Vendor
December 01, 2025 - December 31, 2025

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2486 - ACES Clinics INC(Insight @ San Joaquin)	Bill	12/16/2025	INV-00023		(56.25)
	Bill Payment	12/17/2025	2486		56.25
					0.00
Bill Payment #2488 - Braille Abilities, LLC(Insight @ San Joaquin)	Bill	12/16/2025	INV-00383		(4,024.30)
	Bill Payment	12/17/2025	2488		4,024.30
					0.00
Bill Payment #2501 - New Jerusalem Elementary School District(Insight@San Joaquin)	Bill	12/16/2025	AR26-00009		(44,580.82)
	Bill Payment	12/17/2025	2501		44,580.82
					0.00
Bill Payment #2502 - Northern California Preparatory School(Insight @ San Joaquin)	Bill	12/16/2025	845972		(4,020.00)
	Bill	12/16/2025	846014		(116.64)
	Bill	12/16/2025	845897		(6,030.00)
	Bill	12/16/2025	845914		(58.32)
	Bill	12/16/2025	845971		(4,020.00)
	Bill	12/16/2025	846013		(116.64)
	Bill Payment	12/17/2025	2502		14,361.60
					0.00
Amount Unapplied - Bill Payment #2502 - Northern California Preparatory School(Insight @ San Joaquin)					0.00
Bill Payment #2503 - San Joaquin County of Education(Insight@San Joaquin)	Bill	12/16/2025	2025 05 - STRS P&I		(3.76)
	Bill	12/16/2025	2025 07 - STRS P&I		(8.71)
	Bill	12/16/2025	2025 06 - STRS P&I		(2.16)
	Bill Payment	12/17/2025	2503		14.63
					0.00
					0.00
Total					229,018.59

Transaction Summary

Insight School at San Joaquin

Vendor	Amount
Effectual Educational Consulting Service	828.85
Law Offices of Young, Minney & Corr, LLP	610.23
Tech to School	334.95
Smile From The Inside, Inc.	280.37
Pitney Bowes Bank Inc Purchase Power	229.99
Sovos Compliance LLC	220.18
Barrington Staffing Services	170.15
Expedited Reports	159.46
Bill.com	114.84
AppleOne Employment Services	114.77
DataBasics, Inc.	67.12
Dempsey Electric	50.71
The Back Room Inc	50.33
UPS	47.54
Supreme Facility Services, Inc.	45.00
AT&T Mobility	42.24
De Lage Landen Financial Services Inc.	36.32
Certified Languages International	33.75
Comm-Core	26.07
Amazon Capital Services	24.66
Amazon	23.83
Pitney Bowes Global Financial Services	22.53
Wood Ranch	22.07
WPS	20.92
Express Employment Professionals	15.67
VistaPrint	13.03
Verizon Wireless	10.81
Costco	10.26
ULINE	10.20
Jose's Gardening Services	8.21
BlueTriton Brands, Inc	7.49
Everon, LLC	6.52
Panda Express	5.48
Waste Management	5.04
Google	4.00
Doctors Wellness Company LLC dba WellnessMart MD	2.54
Orkin	2.12
Nothing Bundt Cakes	1.74
Amazon Blink	1.64
Paper Recycling & Shredding	1.55
Zoom Video Communications, Inc.	0.26
Grand Total	3,683.42

Transaction Details
Insight School at San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SJ
Comm-Cora Total						1,906.47	26.07
		56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC MTS79360	December (12-1)	3,349.53	334.95
Tech to School	Non K12 Curriculum						
	Non K12 Curriculum Total					3,349.53	334.95
Tech to School Total						3,349.53	334.95
		51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC M0265499	October	118,516.50	0.00
The Stepping Stones Group LLC	Subagreements for Services						
	Subagreements for Services Total					118,516.50	0.00
The Stepping Stones Group LLC Total						118,516.50	0.00
		51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0815857	November	4,907.75	67.12
DataBasics, Inc.	Outside Service-General						
	Outside Service-General Total					4,907.75	67.12
DataBasics, Inc. Total						4,907.75	67.12
		51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0014809	November	186.00	2.54
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General						
	Outside Service-General Total					186.00	2.54
Doctors Wellness Company LLC dba WellnessMart MD Total						186.00	2.54
		56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6130105627	November	790.53	10.81
Verizon Wireless	Telephone - Administration						
	Telephone - Administration Total					790.53	10.81
Verizon Wireless Total						790.53	10.81
		52802 Office Supplies Expense : Office Supplies - COS	101 General	50770262	November	127.30	1.74
Nothing Bundt Cakes	Office Expense						
	Office Expense Total					127.30	1.74
Nothing Bundt Cakes Total						127.30	1.74
		56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 1TQD-QHRN-G94D LLC 1XQJ-391G-7DFK	November (11-17) November (11-16)	246.60 496.60	24.66 24.66
Amazon Capital Services	Non K12 Curriculum						
	Non K12 Curriculum Total					496.60	24.66
Amazon Capital Services Total						496.60	24.66
		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 05X87J0033059	November	547.57	7.49
BlueTrifon Brands, Inc	Office Expense						
	Office Expense Total					547.57	7.49
BlueTrifon Brands, Inc Total						547.57	7.49
		53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 1879	November (11-23)	3,708.00	50.71
Dempsey Electric	Operations and Housekeeping Services						
	Operations and Housekeeping Services Total					3,708.00	50.71
Dempsey Electric Total						3,708.00	50.71
		51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 13504	September	2,100.00	0.00
Effectual Educational Consulting Service	Subagreements for Services						
	Subagreements for Services Total					2,100.00	0.00
		56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	101 General	LLC 13503	September	390.00	0.00
			280 SPED	LLC 13505 LLC 13418 LLC 13500 LLC 13506	October September October October	8,800.00 8,800.00 5,300.00 715.00	220.06 220.06 192.18 9.78
		51817 Professional Svcs & Outside Labor : Special Education Professional Services	101 General 280 SPED	LLC 13362 LLC 13362	August August	9,667.50 35,042.50	246.76 818.85
						37,142.50	818.85
Effectual Educational Consulting Service Total						37,142.50	818.85
		53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 160001809	November (11-9)	476.84	6.52
Everon, LLC	Operations and Housekeeping Services						
	Operations and Housekeeping Services Total					476.84	6.52
Everon, LLC Total						476.84	6.52
		51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INVOICE001223	August	6,376.65	159.46
Expedited Reports	Subagreements for Services						
	Subagreements for Services Total					6,376.65	159.46
Expedited Reports Total						6,376.65	159.46
		13514 Prepaid Other	101 General	LLC 79353JRPD/JZG LLC PM7E65M292YM	November (11-19) December (12-18)	4,401.06 3,007.79	0.00 0.00
Faciltron, Inc	Prepaid Other						
	Prepaid Other Total					7,408.85	0.00
Faciltron, Inc Total						7,408.85	0.00
		53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3020	October	600.00	8.21
Jose's Gardening Services	Operations and Housekeeping Services						
	Operations and Housekeeping Services Total					600.00	8.21
Jose's Gardening Services Total						600.00	8.21
		51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp-ELD Services	LLC 11763957	October	525.00	0.00
Language Line Services	Outside Service-General						
	Outside Service-General Total					525.00	0.00
Language Line Services Total						525.00	0.00
		53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 285839829	November (11-20)	155.00	2.12
Orkin	Operations and Housekeeping Services						
	Operations and Housekeeping Services Total					155.00	2.12
Orkin Total						155.00	2.12
		54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 111625	November (11-16)	16,816.23	229.99
Pitney Bowes Bank Inc Purchase Power	Postage						
	Postage Total					16,816.23	229.99
Pitney Bowes Bank Inc Purchase Power Total						16,816.23	229.99
		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3107516061 LLC 3107530649	November (11-29) December (12-5)	601.53 1,045.74	8.23 14.30
Pitney Bowes Global Financial Services	Office Expense						
	Office Expense Total					1,647.27	22.53
Pitney Bowes Global Financial Services Total						1,647.27	22.53
		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 201205689	December (12-1)	745.84	10.20
ULINE	Office Expense						
	Office Expense Total					745.84	10.20
ULINE Total						745.84	10.20
		56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC WPS-562348	November (11-25)	836.44	20.92
WPS	Materials and Supplies						
	Materials and Supplies Total					836.44	20.92
WPS Total						836.44	20.92
		56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP-Student Training	LLC IHV330313442	November (11-18)	19.00	0.26
Zoom Video Communications, Inc.	Non K12 Curriculum						
	Non K12 Curriculum Total					19.00	0.26
Zoom Video Communications, Inc. Total						19.00	0.26
		51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-SCL-184541	February (2-13)	16,099.20	220.18
Sovos Compliance LLC	Outside Service-General						
	Outside Service-General Total					16,099.20	220.18

Transaction Details
Insight School at San Joaquin

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	I-SJ
Sovos Compliance LLC Total						16,099.20	220.18
Amazon Blink	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	D01-0905235-1206607	November	119.99	1.64
Amazon Blink Total						119.99	1.64
Panda Express	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	39630813102276600	November	417.17	5.71
Panda Express Total						417.17	5.71
VistaPrint	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_6CNIA12NH VP_MHF3QHTM	November December November	953.08 (976.45) 976.49	13.03 (13.35) 13.35
VistaPrint Total						953.08	13.03
Google	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	5372686679	December	12.00	4.00
Google Total						12.00	4.00
Costco	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	1244777036	December	750.54	10.26
Costco Total						750.54	10.26
Wood Ranch	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	54936263	December	1,613.43	22.07
Wood Ranch Total						1,613.43	22.07
Grand Total						304,056.73	3,683.42

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

APPROVED

BOARD REPORT #05

VIA: INSIGHT STAFF
February 27, 2026

SUBJECT: 2025 School Accountability Report Card (SARC)

PROPOSAL: It is proposed that the Governing Board of Insight at San Joaquin approve the proposed 2025 School Accountability Report Card.

BACKGROUND: California Education Code §§33126 and 35256 require each public school to annually prepare and publish a School Accountability Report Card (SARC). The SARC is a state-mandated public disclosure document intended to provide parents, educational partners, and the community with transparent and comparable information regarding school performance, conditions, and resources.

The SARC includes, but is not limited to, information on:

- Student enrollment and demographics
- Academic achievement data including CAASPP results
- English learner progress
- Graduation outcomes (if applicable)
- Teacher credentialing and assignments
- Curriculum and instructional materials sufficiency (Williams compliance)
- School safety and facility conditions
- School climate indicators including attendance and suspension data
- Fiscal expenditures and services provided to students
-

Pursuant to Education Code §35256, the Governing Board is responsible for developing and issuing the SARC annually. California Department of Education guidance requires governing board approval prior to publication and posting. Following approval, the SARC will be posted on the school's website, submitted to the California Department of Education, and made available to parents and the public upon request.

BUDGET IMPLICATIONS: n/a

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Review the 2025 School Accountability Report Card (SARC); and
2. Approve the 2025 School Accountability Report Card (SARC) in compliance with California Education Code §§33126 and 35256.

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:

Kimberly Odom
Head of School

PRESENTED BY:

Kimberly Odom
Head of School

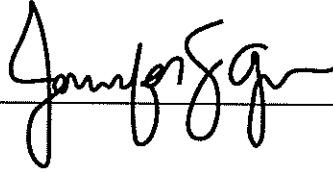
Ayes: 2

No: 0

Abstain: 1

Approved: Yes

Witnessed:



Date: 2/27/2026

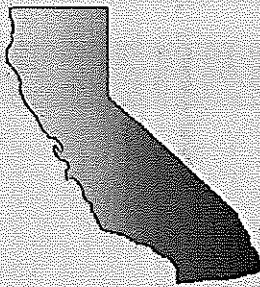
Name	Aye	No	Abstain	Absent	Moved	Second
Deanna Vallerga	X				X	
Erik Kautz			X			
Kelly Nelson	X					X

Insight at San Joaquin

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Insight at San Joaquin
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	(805) 581-0202
Principal	Morgan Vincent
Email Address	movincent@k12insightca.org
School Website	http://ca.insightschools.net/
Grade Span	K-12
County-District-School (CDS) Code	39-68627-0133116

2025-26 District Contact Information

District Name	Insight at San Joaquin
Phone Number	(805) 581-0202
Superintendent	Kimberly Odom
Email Address	kimodom@k12insightca.org
District Website	http://ca.insightschools.net/

2025-26 School Description and Mission Statement

Insight at San Joaquin operates as an DASS (Dashboard Alternative School Status) school. Insight at San Joaquin specializes in serving at-risk high school students.

Insight at San Joaquin Vision

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

2025-26 School Description and Mission Statement

Insight at San Joaquin Mission

Insight at San Joaquin is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our school provides students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight at San Joaquin's at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at-risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	31
Grade 10	58
Grade 11	76
Grade 12	148
Total Enrollment	313

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53
Male	47
American Indian or Alaska Native	0.6
Asian	8.3
Black or African American	14.1
Filipino	2.2
Hispanic or Latino	48.2
Native Hawaiian or Pacific Islander	3.2
Two or More Races	3.8
White	19.5
English Learners	16.6
Foster Youth	0.3
Homeless	3.8
Socioeconomically Disadvantaged	76.7
Students with Disabilities	27.5

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.4	87.91	166.4	60.81	234405.2	84
Intern Credential Holders Properly Assigned	0	0	21.2	7.75	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	34.4	12.57	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	12.09	33.2	12.13	11953.1	4.28
Unknown/Incomplete/NA	0	0	18.4	6.73	15831.9	5.67
Total Teaching Positions	7.2	100	273.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.4	91.21	185.3	64.15	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13.1	4.53	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	44.8	15.51	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	8.79	37.8	13.1	11746.9	4.23
Unknown/Incomplete/NA	0	0	7.8	2.71	14303.8	5.15
Total Teaching Positions	8.1	100	288.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.1	91.18	190.2	61.95	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19	6.21	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	46.6	15.18	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	8.82	41.9	13.65	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.2	3.01	13705.8	4.91
Total Teaching Positions	8.9	100	307.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0	0
Local Assignment Options	0.50	0.7	0.7
Total Out-of-Field Teachers	0.80	0.7	0.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Insight at San Joaquin is a public charter school. Students are provided new curriculum each year.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Summit English Courses: Summit English 9, Summit English 10, Summit American Literature	0%
Mathematics	Summit Math Courses: Summit Personal Finance, Summit Consumer Math, Summit Developmental Algebra, Summit Integrated Math I, Summit Integrated Math II	0%
Science	Summit Science Courses: Summit Physical Science, Biology: The Living Earth,	0%
History-Social Science	Summit Social Science Courses: Modern World Studies, US History, Principles of American Democracy CA, Principles of Economics CA	0%
Foreign Language	N/A	N/A
Health	N/A	N/A
Visual and Performing Arts	Summit Technology Courses: Web Design, Software Apps PowerPoint & Exam, Software Apps Word with Exam Prep	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

NA Insight @ San Joaquin is a non-site based independent school

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer		N/A School is a non-site based
Interior: Interior Surfaces		N/A School is a non-site based
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		N/A School is a non-site based
Electrical		N/A School is a non-site based
Restrooms/Fountains: Restrooms, Sinks/ Fountains		N/A School is a non-site based
Safety: Fire Safety, Hazardous Materials		N/A School is a non-site based
Structural: Structural Damage, Roofs		N/A School is a non-site based
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		N/A School is a non-site based

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	29	32	38	40	47	48
Mathematics (grades 3-8 and 11)	8	23	27	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	99	90.83	9.17	32.32
Female	59	55	93.22	6.78	40.00
Male	50	44	88.00	12.00	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	57	51	89.47	10.53	27.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0

White	22	21	95.45	4.55	66.67
English Learners	19	17	89.47	10.53	17.65
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	75	91.46	8.54	32.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	4.17

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	109	100	91.74	8.26	23.00
Female	59	56	94.92	5.08	21.43
Male	50	44	88.00	12.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	17	94.44	5.56	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	57	51	89.47	10.53	21.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	22	21	95.45	4.55	33.33
English Learners	19	18	94.74	5.26	38.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	82	75	91.46	8.54	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.92	30.69			30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	181	174	96.13	3.87	25.58
Female	90	85	94.44	5.56	22.35
Male	91	89	97.80	2.20	28.74
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	36.36
Black or African American	27	26	96.30	3.70	12.00
Filipino	--	--	--	--	--
Hispanic or Latino	99	94	94.95	5.05	23.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	35.71
English Learners	32	31	96.88	3.12	25.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	135	95.07	4.93	24.06
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	41	97.62	2.38	20.00

2024-25 Career Technical Education Programs

Insight at San Joaquin does not offer CTE.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	4.7%	4.7%	4.7%	4.7%	4.7%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent and Learning Coach involvement is a vital part of Insight at San Joaquin. Direct parental involvement is fundamental to the school's success.

Parents are involved from the start of the school year by researching our program and choosing to enroll in our program. Parents who attend an orientation session agree to the enrollment requirements. These show they are committed to being an active member of the education team for their student in our program. Parents during this time are also trained on how the online instructional system works, attendance, and how to support their students. Parents also receive a survey after the orientation to ensure all of their needs or concerns are addressed.

Throughout the school year, parents are invited to participate in Learning Coach University. Learning Coach University is a monthly opportunity for parents and Learning Coaches to learn skills to help support their student in being academically successful here at Insight at San Joaquin. Topics such as motivating students, where to start, OLS basics, and much more are covered during these sessions. Parents also have the opportunity to attend monthly outings with their students. Each trimester,

2025-26 Opportunities for Parental Involvement

Insight at San Joaquin offers students an opportunity to explore college and career opportunities through tours of businesses or colleges. Insight also offers outings each trimester for students and parents to ensure the connection to the school is strong.

Parents also participate in our Retention and Academic Intuitive Support Experts Team (RAISE). The RAISE Team 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. During this time parents work with the RAISE team on a Back on Track plan. The mission is to help the student get on track to pass their courses.

Parents are actively encouraged to participate in Insight at San Joaquin planning, organizational, Board of Directors, and other meetings. They are also encouraged to offer ideas and planning assistance with field trips, social events, and other outings.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	43.6	30.4	23.5	20.5	21.1	18.5	8.2	8.9	8
Graduation Rate	55.2	69	58.8	72.6	78.2	75.6	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	187	110	58.8
Female	85	54	63.5
Male	102	56	54.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	29	18	62.1
Filipino	--	--	--
Hispanic or Latino	96	56	58.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	38	24	63.2
English Learners	29	17	58.6
Foster Youth	--	--	--
Homeless	22	9	40.9
Socioeconomically Disadvantaged	163	94	57.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	51	25	49.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	648	599	167	27.9
Female	360	336	91	27.1
Male	288	263	76	28.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	43	11	25.6
Black or African American	104	98	26	26.5
Filipino	13	13	4	30.8
Hispanic or Latino	310	282	83	29.4
Native Hawaiian or Pacific Islander	14	12	2	16.7
Two or More Races	15	14	4	28.6
White	138	132	36	27.3
English Learners	105	97	26	26.8
Foster Youth	--	--	--	--
Homeless	45	43	19	44.2
Socioeconomically Disadvantaged	513	474	137	28.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	145	132	34	25.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	3.6	2.6	1.69	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.01	0.01	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Insight at San Joaquin takes staff and student health and safety very seriously. Due to the virtual nature of the school, there will be no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Insight has a board approved Comprehensive School Safety Plan (CSSP) that is updated annually and discussed with school faculty and student representatives at scheduled meetings. The most recent plan was board approved on December 11, 2025

Immunization forms and other pertinent medical records will be kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

All pertinent and required health and safety documentation is collected at time of hire or enrollment as appropriate. Documentation is on file in the student's records or employee records held in security at the Simi Valley, CA office. Copies of employee records and student records can be made available at the request of the School District. The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils shall which include compliance with the criminal background check requirements described in Sections 44237 and 45125.1 of the Education Code.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	5	4	0
Mathematics	20	2	2	0
Science	16	5	1	0
Social Science	20	7	2	1

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	9	3	0
Mathematics	31	1	0	3
Science	20	4	1	1
Social Science	27	3	5	3

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	7	3	3
Mathematics	14	8	1	1
Science	26	3	1	2
Social Science	18	14	2	3

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	186.43

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$29,149	\$9,229	\$19,920	\$73,132
District	N/A	N/A	\$9,473	\$64,765
Percent Difference - School Site and District	N/A	N/A	71.1	12.1
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	56.5	-15.4

Fiscal Year 2024-25 Types of Services Funded

Insight at San Joaquin adheres to state and federal regulations for all services funded. Insight at San Joaquin receives funding for Special Education supports and services. Insight at San Joaquin utilizes intervention programs to use with students who need extra support. Insight at San Joaquin uses diagnostic, interim assessments and other specific programs to meet student needs. All English Language Learners are provided an English Language Development program that includes online instruction and an online program, Off2Class. Insight at San Joaquin utilizes a Social Emotional Curriculum, 7 Mindsets, to support SEL learning/needs as well as a Trauma Guidance Counselor to assist students with traumas that they have experienced that may impede their ability to access the curriculum. Beginning during the 2024-2025 school year, Insight at San Joaquin added a dual enrollment option for students who were interested and able to earn college credits while enrolled in the high school program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,634	\$55,248
Mid-Range Teacher Salary	\$72,211	\$80,746
Highest Teacher Salary	\$94,566	\$109,655
Average Principal Salary (Elementary)	\$97,527	\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$215,854	\$155,954
Percent of Budget for Teacher Salaries	1.22%	25.26%
Percent of Budget for Administrative Salaries	20%	6.12%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

Professional Development

Insight @ San Joaquin professional development for the high school staff is designed by the staff to be pertinent to their needs and enhance student learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop teaching, organization, and management skills.

Insight @ San Joaquin faculty and staff meet regularly to review data to implement plans of action to help students be academically successful. Data Driven Instruction ensures all are focused on bridging gaps in learning and working with students in small groups to help facilitate their learning experience. The faculty and staff also meet both in the virtual and in-person environments to focus on student achievement. Faculty and Staff are also welcome to research and attend workshops they feel will be beneficial to the enhancement of their profession. Teachers are observed at minimum once per month by administration and instructional coaches.

Student achievement data is reviewed during the in-person Professional Development where instructional practices are created based on gaps in learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	17	16	16

APPROVED

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

BOARD REPORT #06

VIA: INSIGHT STAFF

February 27, 2026

SUBJECT: Immigration Compliance, Enforcement Response, and Student Protection Policy

PROPOSAL: It is proposed that the Governing Board of Insight at San Joaquin approve the Immigration Compliance, Enforcement Response, and Student Protection Policy (Policy).

BACKGROUND: The Policy aligns and details immigration-related protections to ensure compliance with current state and federal law, including Assembly Bills 699, 49, and 1127, and Senate Bill 98. The Policy affirms students' right to equal access to education regardless of immigration status, strengthens safeguards for student records and personal information, and establishes clear protocols for responding to immigration enforcement requests at school-sponsored events. It also establishes staff training, parent notification, board reporting requirements, emergency family support, and public posting and language accessibility obligations.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Policy.

RESPECTFULLY SUBMITTED:

Kimberly Odom
Head of School

PREPARED BY:

Morgan Vincent
Academic Administrator

PRESENTED BY:

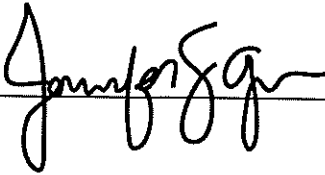
Morgan Vincent
Academic Administrator

Ayes: 2

No: 0

Abstain: 1

Approved: Yes

Witnessed: 

Date: 2/27/2026

Name	Aye	No	Abstain	Absent	Moved	Second
Deanna Vallerga	X				X	
Erik Kautz			X			
Kelly Nelson	X					X



Immigration Compliance, Enforcement Response, and Student Protection Policy

This policy is adopted to ensure compliance with the following California and federal laws:

- **Assembly Bill (AB) 699: Educational Equity: Immigration Status**
This law prohibits discrimination based on immigration status and requires school districts to adopt model policies protecting immigrant students and families.
- **Senate Bill (SB) 98 amended Education Code Section 234.7 to require annual training for certificated staff and annual notice to parents regarding student rights related to immigration enforcement.**
- **Assembly Bill (AB) 1127: Immigration enforcement: Local Educational Agencies (LEA): Model Policy**
Requires LEAs to adopt or align with the California Attorney General's model policy on immigration enforcement.
- **Assembly Bill (AB) 49: Safe and Supportive Schools: Duties of School Officials: Immigrant Pupils**
Requires LEAs to provide community resource referrals, public postings, family education on immigration protections, and connections to legal service providers.

It is the policy of this school that all students, irrespective of immigration status, nationality, or citizenship, are entitled to a free and public education. This policy establishes clear responsibilities for school personnel and safeguards for students and their families with respect to the collection, use, and disclosure of personal information, law enforcement interactions, and communication procedures.

Nondiscrimination and Equal Access *Education Code Sections 200, 220, 234.1*

The school shall not engage in any discriminatory practices against students or families based on actual or perceived immigration status, citizenship, or national origin. No student shall be denied enrollment or participation in school activities based on their family's decision to withhold immigration-related information.

Prohibited Collection and Use of Immigration Information *Education Code Section 234.7; Government Code Section 8310.3*

Staff shall not inquire into, collect, or document a student's or family member's immigration or citizenship status unless specifically required to do so by law. The school shall not solicit or collect full Social Security numbers or cards. If required for eligibility in federal programs, only the last four digits may be collected with appropriate notice. Student information shall not be used to compile any form of registry or database based on immigration or national origin. The school shall not use any student or family data to create registries based on race, national origin, or immigration status.

Protection of Student Records *FERPA 20 U.S.C. Section 1232g; Education Code Section 49076*

Student records, including personally identifiable information, shall be protected in accordance with federal and state law. Disclosure of such records shall only occur with prior written parental consent or upon presentation of a valid court order, judicial subpoena, or as otherwise authorized by law. Requests for information from immigration authorities shall be immediately referred to legal counsel. For reporting requirements to the governing board, see "Board Reporting of Immigration Enforcement Requests".

Board Reporting of Immigration Enforcement Requests *Education Code Section 234.7; AB 699, AB 1127*

The Head of School or designee shall report to the governing board in a timely manner any requests by law enforcement or immigration officers for access to a school site, student, or student records. This report shall preserve the confidentiality of identifying information and be made in accordance with state law.

Parental Notification and Consent Requirements *SB 98; Education Code Sections 49063, 49073.6*

Parents and guardians shall be notified annually of their rights under FERPA and this policy. Including that student information will not be shared for immigration enforcement purposes without consent, subpoena, or court order. Staff shall obtain parental consent prior to permitting immigration enforcement officers to interview or search for a student, unless legally prohibited from providing such notice.



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Staff Training SB 98; AB 1127

The Head of School, or a designee appointed by the governing board, shall serve as the school's primary point of contact for all matters related to immigration enforcement. The school shall ensure that all certificated staff receive annual training addressing student rights, information protection, and procedures for responding to immigration-related incidents.

Immigration Enforcement at School-Sponsored Events *Penal Code Sections 627.1–627.10; AB 1127; AB 49*

The following are in place for schools that have a school site. If staff are at an in-person event with a student, school staff shall make every effort to adhere to take the following actions in response to an officer present, specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Head of School or designee, unless exigent circumstances require immediate action.
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for being at the event and document the response
4. Request that the officer produce any documentation that authorizes his/her access to the student
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the student, comply with the officer's orders and immediately contact the Head of School or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
 - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, school staff shall inform the agent that they cannot consent to any request without first consulting with the school's legal counsel or other designated school officials.
 - b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, school staff shall promptly comply with the warrant. If feasible, school staff shall consult with the school's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
 - c. If the officer has a subpoena for production of documents or other evidence, school staff shall inform the school's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the event without consent, school staff shall document the officer's actions.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
 - a. A list or copy of the officer's credentials and contact information
 - b. The identity of all school personnel who communicated with the officer
 - c. Details of the officer's request
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
 - e. School staff's response to the officer's request
 - f. Any further action taken by the officer
 - g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the school's legal counsel or other designated school official.
11. The school shall report any such encounter to the California DOJ Bureau of Children's Justice at BCJ@doj.ca.gov.



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Emergency Planning and Family Support AB 49; Education Code section 48204.4

The school shall provide guidance and support to families regarding emergency preparedness in the event of a parent or guardian's detention or deportation. Emergency contact information may be updated as needed throughout the school year as well as alternative contacts provided. Information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose. Students and families are encouraged to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

Students shall be released only to individuals listed as emergency contacts or those presenting valid caregiver documentation. Child Protective Services shall only be contacted as a last resort if no safe adult contact is available.

The Head of School or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure.

Public Posting, Outreach, and Language Accessibility AB 49; Education Code Section 48985

This policy and related resources shall be prominently posted on the school's website and distributed in accessible formats. Translated "Know Your Immigration Rights and Protection Under the Law" brochure and legal resources shall be provided to families annually, in compliance with the school's language access obligations. The legal resources included in the brochure include contact information for reputable community-based legal service organizations available to support immigrant students and families.

Alignment with Attorney General Model Policy AB 1127; Education Code Section 234.9

This policy has been developed in alignment with the model policy issued by the California Attorney General. The school will conduct an annual review and revise this policy as necessary to maintain compliance with updated guidance and legislation.

Board Approval: February 2026

Reviewed annually as part of the Parent Student Handbook.