AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
Insight at San Diego
June 22, 2026 | 1:00 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/6274679928
Conference call: (720) 707-2699 | Meeting ID: 627 467 9928
Alternate Locations:
3375 Camino del Rio South Suite 130, San Diego, CA 92108 957
Red Granite Rd, Chula Vista, CA 91913
9233 Balboa Ave, San Diego, CA 92123 *Corrected *

ORIGINAL

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the School Office (805-581-0202). You may also email jgorin@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 jgorin@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.

6. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

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

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 1:01 P.M.

B. ROLL CALL

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

C. FLAG SALUTE

- Led by Sharon Flemmer (Assistant Director of SPED)

D.

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 22, 2026 | 1:00 P.M.**
During the Regular Board Meeting

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

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: 1:02 P.M.

Closing of Public Hearing: 1:03 P.M.

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.
- None

B. For Information: Director's Report
This is a presentation of information which has occurred since the previous Board

meeting.

- **Morgan Vincent:** Provided end-of-year updates since the previous Board meeting, including graduation, attendance, enrollment, program updates, and assessment data. A total of 34 of 38 potential graduates completed requirements (including 1 certificate of completion), bringing the total number of graduates to 104 for the 2025–26 school year. A graduation ceremony was held on June 11, 2026, in Escondido, featuring two student speakers. The ongoing attendance rate was reported at 89.9% (internal calculation), and enrollment was reported at 210 students. Exit survey results were also shared and will be reviewed for program improvement.

  Program updates included the start of summer school on June 17, 2026, participation in a pilot of a new Class Connect scheduling tool to improve attendance tracking and reporting, and upcoming in-person administrative team meetings on June 16–18 to review end-of-year data, develop school goals, and plan for August professional development. The school also plans full implementation of a writing program and academic supports for the upcoming school year.

  End-of-year assessment data for CAASPP (ELA SBAC and Math SBAC), CAST, ELPAC, and STAR 360 was shared, reflecting year-over-year performance trends across multiple measures. Most assessed areas showed growth, including increases in the percentage of students performing at or above standard. Areas for continued instructional focus and improvement were also discussed.

C. For Information: Board/Staff Discussions
Board and staff discuss items of mutual interest.

- **Local Indicators**
  The Local Indicators are a component of the California School Dashboard that measure a local educational agency's progress in implementing state priorities that are not assessed through statewide data, including basic services, implementation of academic standards, parent and family engagement, school climate, and access to a broad course of study.

  - Kimberly Odom provided a presentation and summary of the Local Indicators report.

D. Approval of Previous Board Meeting Minutes

- **Minutes from the Regular Meeting held on February 27, 2026**
  Moved by: Dr. Shelly Hess
  Seconded by: Dr. Ruben Garcia
  Vote: Ayes: 2, Noes: 0; Absent: 1
  Motion carried.

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.

- **Election/Appointment of Board Secretary**
- **Proposal to seat new board member, Suzanne McCarty**

Nomination: Jennifer Gorin was nominated for the position of Board Secretary, replacing Dr. Ruben Garcia. Suzanne McCarty was nominated for the position of Board Member.

Moved by**:** Dr. Shelly Hess
Seconded by**:** Dr. Ruben Garcia
Vote**:** Ayes: 2, Noes: 0, Absent:1

APPROVED

Motion carried. Jennifer Gorin was elected/appointed as Board Secretary, replacing Dr. Ruben Garcia in that role. Suzanne McCarty was elected and seated as a Board Member. Following her appointment and seating, Suzanne McCarty participated in the remaining business of the meeting. Following her appointment and seating, Suzanne McCarty participated in the remaining business of the meeting.

IV. SCHEDULED FOR ACTION

A. BUSINESS

Local Control Accountability Plan **BDRPT 01**

The Local Control and Accountability Plan (LCAP) is a three-year strategic plan that outlines the school's goals, actions, expenditures, and progress related to improving student outcomes, and because the school operates as a single-school district, the LCAP also serves as the School Plan for Student Achievement (SPSA) for purposes of Title program planning and funding.
- No questions asked.

APPROVED

ConApp **BDRPT 02**

The Consolidated Application (ConApp) is the annual application and reporting process required by the California Department of Education for local educational agencies to apply for and certify compliance with federal Title funding programs.
- No questions asked.

APPROVED

Adopted Budget **BDRPT 03**

The Board will consider approval of the Adopted Budget for the upcoming fiscal year, including proposed salary schedules.
- No questions asked.

APPROVED

Ratification of Disbursements **BDRPT 04**

The Board will consider ratification of disbursements as presented.
- No questions asked.

APPROVED

Establish Authority to Reallocate Income **BDRPT 05**

Review and consideration of a resolution to establish authority to reallocate specific amounts of special education funding to or from the school in future board actions.
- No questions asked.

APPROVED

Special Education Income Re-Allocation **BDRPT 06**
The Board will review and consider approval of the re-allocation of Special Education revenues to align with program expenditures and funding requirements.
- No questions asked.

APPROVED

CalSTRS Charter School Certification Forms **BDRPT 15**
Approval for the Head of School to sign and submit CalSTRS charter school certification forms.
- No questions asked.

APPROVED

Approval of Amended Bylaws **BDRPT 16**
Consideration and approval of updated bylaws reflecting current legal and compliance requirements, including CalSTRS-related updates.

APPROVED

- Jennifer Gorin reported that the Articles of Incorporation will be updated to show her name as Secretary and authorized signatory in place of Dr. Ruben Garcia.

Certificate of Amendment of Articles of Incorporation **BDRPT 20**
Approval of Certificate of Amendment to support CalSTRS/CalPERS compliance requirements.

- Jennifer Gorin reported that the Articles of Incorporation will be updated to show her name as Secretary and authorized signatory in place of Denna Anthony.

APPROVED

Ratification of Collective Bargaining Agreement **BDRPT 21**
The Board will consider and take action on ratifying the tentative collective bargaining agreement reached between the District and the bargaining unit.
- No questions asked.

APPROVED

Consideration and Approval of One-Time Payment of Bonuses **BDRPT 22**
The Board will consider and take action on a one-time bonus payment for eligible employees.

- Paco Burke noted due to timing, the one-time bonus payments are not included in the 2025-26 estimated actuals. However, the school is using one-time funds for the bonuses so the impact will be budget neutral.

APPROVED

B. PERSONNEL

Employee Handbook **BDRPT 07**
The Board will review and consider approval of the updated Employee Handbook, which outlines policies, procedures, and expectations for staff.
- No questions asked.

APPROVED

2025-26 Employment Agreements and Terminations **BDRPT 08**
The Board will review and consider ratification of 2025–26 Employment Agreements to support staffing needs based on enrollment demands for the 2025–26 school year.
- No questions asked.

APPROVED

C. INSTRUCTION AND CURRICULUM

Parent Student Handbook **BDRPT 09**

The Parent Student Handbook (PSHB) provides students and families with required information regarding school policies, procedures, academic expectations, student supports, and parent and student rights and responsibilities.

APPROVED

- No questions asked.

Revision to State Minimum Graduation Requirements Policy (Effective 2027–2028 School Year) **BDRPT 11**

The Board will review and consider approval of revisions to the State Minimum Graduation Requirements Policy, effective for the 2027–2028 school year.

APPROVED

- No questions asked.

AI Usage Policy **BDRPT 12**

The Board will review and consider approval of the Artificial Intelligence (AI) Usage Policy establishing expectations for the responsible and ethical use of AI technologies by students, staff, and the school community.

APPROVED

- No questions asked.

EL Master Plan Updates **BDRPT 14**

The Board will review and consider approval of the English Learner (EL) Master Plan, which aligns services, supports, and resources for English Learners with the California Department of Education's English Learner Roadmap and updates Designated ELD curriculum to support language development and academic achievement.

APPROVED

- No questions asked.

D. PUPIL SERVICES

- None

V. ITEMS SCHEDULED FOR INFORMATION

- None

VI. ADJOURNMENT

The meeting was adjourned at 1:55 P.M.

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-2026	5.3	4.9	0.3	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

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

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

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

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

Other Adopted Academic Standards

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

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

Academic Standards	1	2	3	4	5	N/A
Career Technical Education			X			
Health Education Content Standards						X
Physical Education Model Content Standards					X	
Visual and Performing Arts					X	
World Language						X

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

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

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

All teachers receive a professional development and training plan at the beginning of each school year outlining schoolwide goals and instructional priorities. Teachers have access to a variety of optional professional development opportunities aligned to their interests and identified needs, with ongoing staff surveys used to determine areas for additional support. Instructional coaches provide targeted coaching cycles and trainings based on teacher need, and while participation is not mandatory for all staff, many teachers choose to participate to strengthen their instructional practices and teaching skills. Teachers requiring additional support receive targeted assistance from their Lead, trainer, and instructional coach throughout the school year.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

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

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

Learning Coach University sessions are held monthly with families and each session visits topics that support parents and students. Insight created a peer support group for new families to be linked with a successful Learning Coach/parent who provides additional support for questions and concerns. Monthly newsletters are sent to families with updates and information from the school, they also include videos on multiple topics throughout the year and student celebrations.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner feedback and local data, the LEA has identified strengthening relationships between school staff, students, and families as an ongoing area of focus within the virtual setting. Due to the unique nature of online learning, intentional and consistent relationship-building practices are essential to increasing student engagement, connectedness, and overall school satisfaction. The LEA will continue to prioritize meaningful connections through regular communication, student and family celebrations, committee participation opportunities, virtual and in-person outings, and proactive outreach from staff. These efforts are designed to foster a strong sense of community, increase family engagement, and ensure students and families feel connected, supported, and valued throughout their educational experience.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner feedback and local data, the LEA identified a need to strengthen engagement and connection with underrepresented families within the virtual setting. During the 2025–2026 school year, the school created a student recognition program to increase positive and meaningful communication between staff, students, and families. Through weekly digital engagement badges, staff recognize students for attendance, resilience, participation, and growth, while personally connecting with students and learning coaches/guardians through emails, calls, texts, and outreach to celebrate student success. These intentional interactions are designed to build stronger relationships, increase family engagement, and foster a greater sense of connection to the school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner feedback and local data, the LEA identified strong partnerships between school staff, students, and families as a current strength in supporting student outcomes. During the 2025–2026 school year, Insight created Graduation Coach positions to provide additional support for students experiencing academic challenges. Graduation Coaches work closely with students and families to monitor progress, address barriers, and help keep students on track toward graduation. In addition, counselors meet with students and families each trimester to review credits completed, discuss graduation progress, and identify remaining graduation requirements. These ongoing collaborative partnerships support increased communication, student accountability, and shared planning for student success. The school also utilizes its Academic Advisors, RAISE Team, Family and Student Champion and a Trauma Counselor to support student learning and development in the home as well as address family needs.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner feedback and local data, the LEA identified a continued need to strengthen family understanding of educational systems, available supports, and parent rights in order to further improve partnerships for student outcomes. Insight's focus areas for improvement include increasing opportunities for families to receive information, guidance, and support that help them understand and exercise their legal rights, advocate for their own students, and actively participate in school decision-making processes. The LEA will continue working to strengthen communication, provide accessible resources, and build family capacity to support student success both individually and across the broader school community.

Insight has also teamed with a community partner to provide Dual enrollment opportunities were provided beginning in Trimester 3 of the 2024-2025 school year. Insight has continued to offer dual enrollment options for the 2025-2026 school year and is looking to expand the program for 2026-2027.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner feedback and local data, the LEA identified a need to increase engagement and participation of underrepresented families in school partnerships and decision-making processes. To improve engagement, the LEA will continue strengthening communication, increasing outreach efforts, and providing additional resources and supports to ensure equal access for all families. Focus areas include improving access to information, increasing opportunities for participation, and providing families with the tools and support needed to effectively advocate for their students and engage as active partners in student success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner feedback and local data, the LEA identified ongoing stakeholder input and communication as a current strength in seeking input for decision-making. Insight regularly surveys students and families and provides opportunities for parent feedback during parent nights focused on topics such as school connectedness and safety. Survey data reflects that many students feel safe learning within the virtual environment. Educational partner feedback has also helped identify areas for growth, including increasing in-person opportunities and expanding virtual clubs to strengthen student connectedness and socialization.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner feedback and local data, the LEA identified increasing participation and engagement in feedback opportunities as an area for improvement in seeking input for decision-making. Although Insight provides parent information nights, hosts educational partner feedback sessions, conducts ELAC meetings, and regularly administers surveys, attendance and survey completion rates remain low. The LEA will continue exploring strategies to increase participation and ensure a broader representation of stakeholder voice in the decision-making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner feedback and local data, the LEA identified a need to improve participation from underrepresented families in decision-making opportunities. To increase engagement, the LEA will consider hosting events in multiple locations, offering varied meeting times including morning options for greater flexibility, providing communications in families' home languages, and incorporating attendance incentives such as raffles and prizes. These efforts are intended to reduce barriers to participation and ensure a broader representation of family voice in school decision-making processes.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The local climate survey evaluated perceptions regarding the following statement: *"Adults at this school work hard to make sure that school is safe and that all students are learning."* Responses were scored on a 1-to-5 Likert scale (1 = strongly disagree, 5 = strongly agree).
A total of **2 responses** were collected for this site. The data distribution is as follows:

- **5 Ratings (Strongly Agree):** 0 respondents (0.00%)
- **4 Ratings (Agree):** 2 respondents (100.00%)
- **3 Ratings (Neutral):** 0 respondents (0.00%)
- **1 & 2 Ratings (Disagree/Strongly Disagree):** 0 respondents (0.00%)
- **Mean Score: 4.00** out of 5.00

Overall, 100.00% of respondents at Insight at San Diego expressed a positive perception.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Areas of Strength: Among those who participated, there is 100% positive agreement that school adults prioritize safety and learning. Both respondents selected a score of 4 ("Agree"), establishing a baseline mean score of 4.00 with no negative feedback present.
Identified Needs & Next Steps: The critical area of need for Insight at San Diego is the **sample size**. With only 2 total responses, the data is too limited to confidently represent the entire student or parent group at this site. The immediate action step is to design and implement targeted outreach strategies, participation raffles, or direct engagement campaigns in the next survey cycle to significantly increase response rates and capture a more statistically robust reflection of the San Diego campus climate.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the analysis of local data and identified areas of need related to school climate, the LEA determined that additional strategies are necessary to increase student and family participation in school climate surveys and connectedness efforts. Due to previously identified low survey completion rates, the school will implement a more accessible survey process utilizing easy-access QR codes at highly attended in-person events such as graduations and school activities. These surveys will be available to both students and families to increase participation and gather additional input regarding school safety, connectedness, and overall school climate. The LEA will continue implementing revisions and strategies designed to strengthen engagement, improve school connectedness, and support continuous improvement efforts related to school climate.

Access to a Broad Course of Study (LCFF Priority 7)

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Insight utilizes its School Counseling staff to ensure all students, including unduplicated student groups and individuals with exceptional needs, have access to and are enrolled in the courses needed for graduation from a DASS high school. Graduation Plans are developed and reviewed with students and families based on transcripts provided to ensure understanding of graduation requirements and course pathways. School counselors hold Cougar Conferences with students each trimester to review graduation progress, discuss academic performance, identify needed supports, and plan for future college, career, or postsecondary goals. Through ongoing monitoring and individualized support, Insight works to ensure students remain on track toward graduation while maintaining access to a broad course of study aligned to their individual needs and goals.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Insight utilizes its School Counseling staff to ensure all students are enrolled in the courses needed for graduation from a DASS high school and have access to a broad course of study aligned to their academic and postsecondary goals. Students are enrolled in four courses each trimester, allowing them to focus on fewer courses at one time and receive more targeted support and engagement. Insight also provides opportunities for students to participate in dual enrollment with local community colleges to increase exposure to college coursework and the opportunity to earn college credit while in high school.

Students enrolled in Special Programs are provided access to a broad course of study while also having opportunities to participate in specialized courses aligned to their individual needs, including functional skills programs and certificate of completion pathways. Through ongoing monitoring by counseling staff and individualized planning with students and families, Insight works to ensure equitable access to coursework for all student groups. At this time, no significant differences in access to a broad course of study have been identified across student groups or school sites.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters.

Insight is a DASS high school and provides diplomas to students who meet the California state minimum graduation credit requirements. As a DASS school, Insight does not offer an A-G aligned program for all students; however, graduates are able to pursue postsecondary opportunities including enrollment in a two-year college, vocational school, or the military. One barrier impacting access to a broad course of study is reliable internet and Wi-Fi connectivity for students experiencing homelessness or socioeconomic disadvantage. Although Insight provides hotspots to students and offers a reimbursement program to support internet costs for families in need, consistent connectivity can still present challenges for some students in a virtual learning environment. These barriers can impact consistent access to coursework, live instruction, and additional academic opportunities.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to the results of locally selected measures, Insight has implemented several actions to improve access to a broad course of study for all students. The school increased the amount available through its internet reimbursement program to further support families experiencing financial hardship and improve consistent access to virtual learning. Insight also created Graduation Coach positions during the 2025–2026 school year to provide additional individualized support for students experiencing academic or engagement challenges and to help ensure students remain connected to courses and graduation pathways. In addition, Insight expanded dual enrollment opportunities with community colleges to increase student access to college-level coursework and postsecondary experiences while enrolled in high school. These actions are intended to reduce barriers to access and improve student engagement, course completion, and readiness for postsecondary opportunities.

Suzanne McCarty

PROFESSIONAL PROFILE

Dedicated educational leader with more than 27 years of experience serving students, families, and educators across both traditional brick-and-mortar and virtual learning environments. Throughout my career, I have held a variety of roles including classroom teacher, virtual teacher, instructional leader, and currently Elementary Director. I am passionate about fostering safe, positive, and inclusive learning environments where every student can thrive. Guided by a commitment to student success, collaboration, and continuous improvement, I strive to support educational opportunities that inspire lifelong learning and prepare students for future success.

QUALIFICATIONS

- Educational Leadership
- Strategic Planning
- Budget Development
- Policy Development & Implementation
- Family & Community Engagement and Collaboration
- Student Achievement & Accountability
- Collaborative Decision-Making
- Data Analysis & Continuous Improvement

PROFESSIONAL EXPERIENCE

TK-2 Elementary Director

California Virtual Academies

February 2022 - Present

- Provide leadership and oversight for elementary school programs serving students in a virtual learning environment
- Collaborate with other department leaders and elementary principals, teachers, and staff to improve student achievement and ensure academic success
- Analyze student performance data to drive school improvement initiatives and support student academic growth
- Foster positive partnerships with families, staff, and community stakeholders to promote student engagement and achievement
- Manage educational resources and budgets to support department goals and student outcomes
- Monitor compliance with state, federal, and organizational policies, procedures, and accountability requirements

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Middle School Principal

California Virtual Academies

July 2021 – January 2022

- Led the implementation of school and department goals focused on student achievement, engagement, and school culture
- Supervised, evaluated, and supported teachers and staff through coaching, training, and professional development
- Fostered a positive, safe, and inclusive learning environment that supported the academic and social-emotional growth of all students
- Facilitated collaborative teams focused on curriculum, instruction, assessment, and continuous improvement

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EDUCATION

California Administrative Services Credential

Concordia University

Master of Education (M.ED.), Reading

National University

California Multiple Subject Teaching Credential

Concordia University

Bachelor of Arts (B.A.) in Liberal Studies
Concordia University

COMMUNITY LEADERSHIP & VOLUNTEER SERVICE

Liver Health Foundation

Board Member / Volunteer | October 2020 - Present

- Supported the organization's mission to promote liver health awareness, education, and disease prevention
- Assisted with fundraising initiatives and community events to support programs and services
- Collaborated with healthcare professionals to expand outreach efforts

South Mission Viejo Little League

League President, Board Member & Volunteer | September 2009 – June 2019

- Oversaw league operations, including budgeting, fundraising, sponsorship development, registration, scheduling, and volunteer management
- Led board meetings as League President and collaborated with board members to establish policies and operational priorities
- Managed conflict resolution and addressed concerns from parents, coaches, and community members
- Coordinated special events, tournaments, and community engagement activities

For more than 27 years, I have dedicated my life to serving children—as a classroom teacher, educational leader, and community volunteer. Whether in schools, on the Little League field, or within the broader community, my focus has always been on helping young people learn, grow, and reach their full potential. Throughout my career, I have been

committed to ensuring every child has access to a high-quality education, a safe and supportive learning environment, and opportunities to succeed both academically and personally. I believe strong schools are built through collaboration, responsible stewardship of resources, and a steadfast commitment to student achievement and well-being. If selected as a school board member, I will draw upon my experience, passion, and dedication to lifelong learning to advocate for decisions that put students first, strengthen partnerships among families, educators, and the community, and ensure every child is prepared for a successful future.

APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #01

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Local Control Accountability Plan

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

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

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

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

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

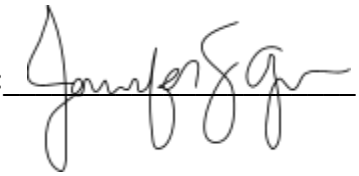
RECOMMENDATIONS: It is recommended that the Governing Board approve the Local Control Accountability Plan.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Morgan Vincent
Academic Administrator

PRESENTED BY:
Morgan Vincent
Academic Administrator

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

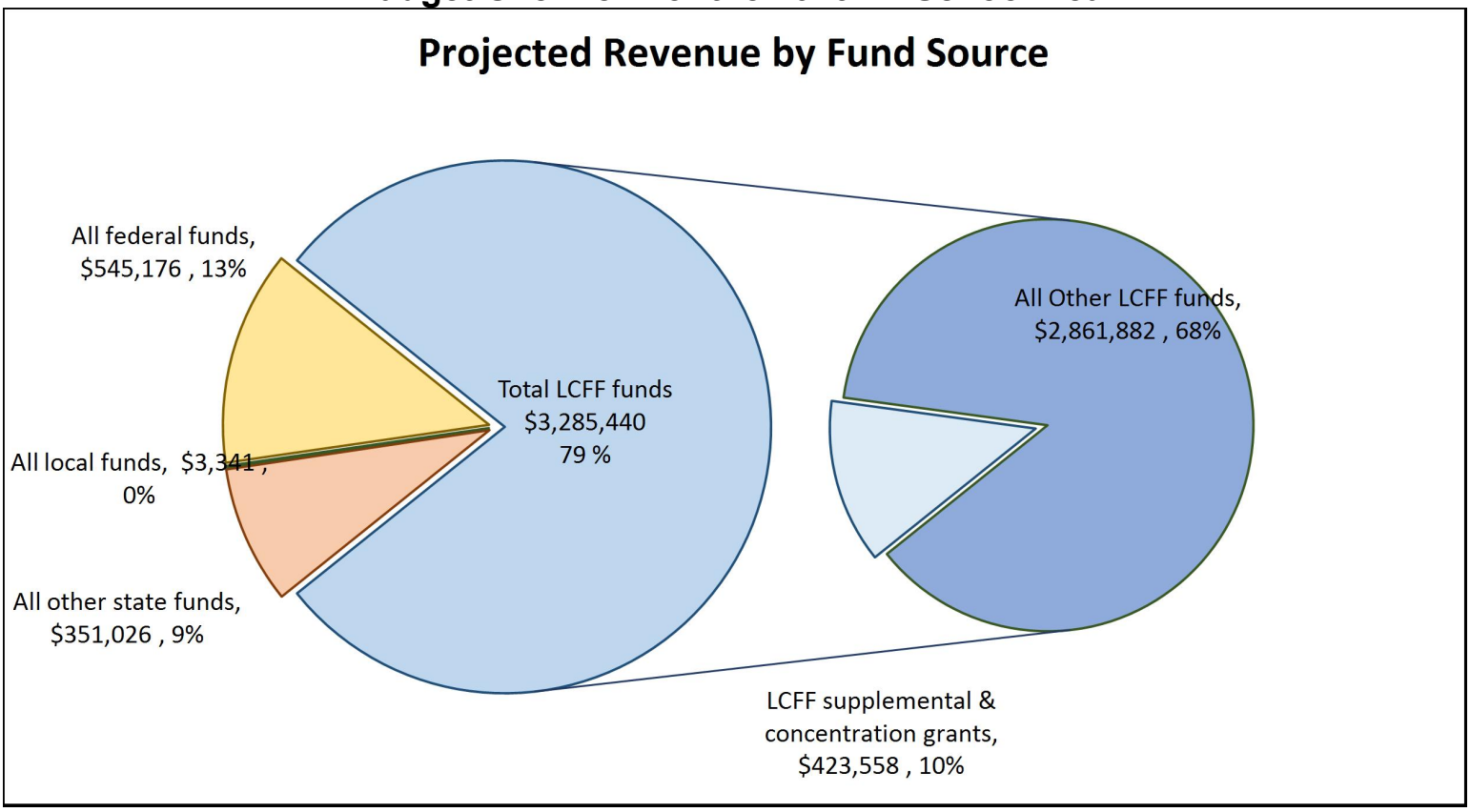
Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					
Shelly Hess	X				X	
Suzanne McCarty	X					X

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight at San Diego
CDS Code: 37-68403-0125401
School Year: 2026-27
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 2026-27 School Year

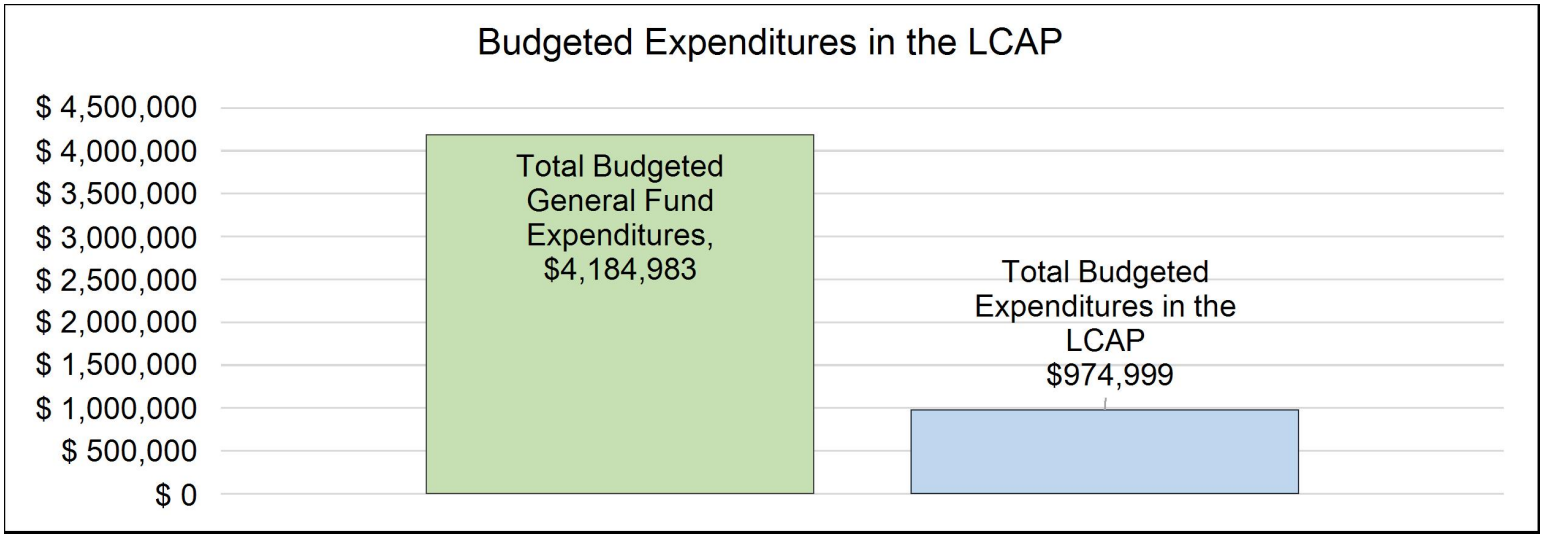


This chart shows the total general purpose revenue Insight at San Diego expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight at San Diego is $4,184,983, of which $3,285,440 is Local Control Funding Formula (LCFF), $351,026 is other state funds, $3,341 is local funds, and $545,176 is federal funds. Of the $3,285,440 in LCFF Funds, $423,558 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Insight at San Diego plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Insight at San Diego plans to spend $4,184,983 for the 2026-27 school year. Of that amount, $974,999 is tied to actions/services in the LCAP and $3,209,984 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

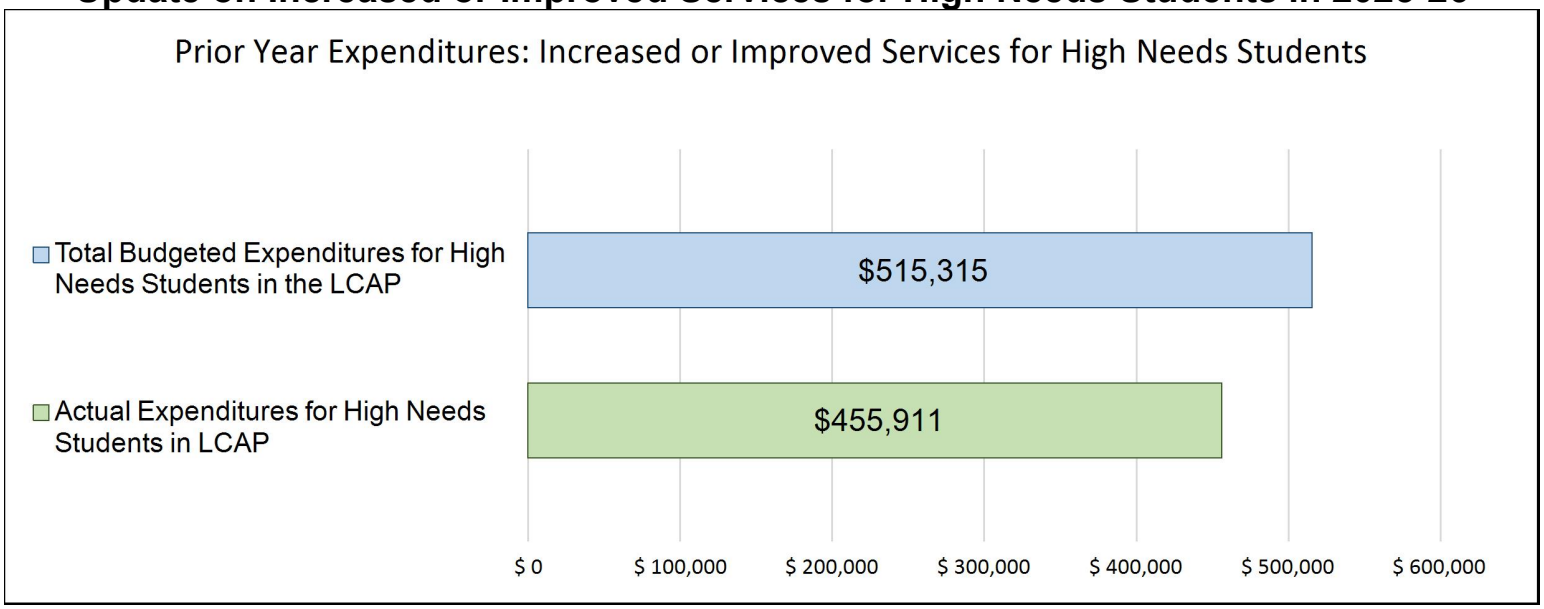
General funded instruction and instruction-related materials and services, certificated staff salaries and benefits, classified staff salaries and benefits, teaching supplies and materials, and general administrative support and facilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Insight at San Diego is projecting it will receive $423,558 based on the enrollment of foster youth, English learner, and low-income students. Insight at San Diego must describe how it intends to increase or improve services for high needs students in the LCAP. Insight at San Diego plans to spend $437,651 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Insight at San Diego's LCAP budgeted $515,315 for planned actions to increase or improve services for high needs students. Insight at San Diego actually spent $455,911 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $59,404 had the following impact on Insight at San Diego's ability to increase or improve services for high needs students:

The decrease is primarily driven by a decrease in actual spending for the following Goals and Actions:

- Goal 3, Action 1
- Goal 3, Action 3
- Goal 4, Action 1
- Goal 4, Action 3

The school's allocation of personnel costs and purchases was lower than estimated. As a result, it will carry forward and will utilize unspent funds in 2026-27 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 Diego	Morgan Vincent Academic Administrator	movincent@k12insightca.org 951-894-9089

Plan Summary [2026-27]

General Information

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

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

Student Demographics (Fall 2025):
9.1% English Learners (21 students)
4.8% Homeless (11 students)
0.4% Foster Youth (1 student)
69.7% Socioeconomically Disadvantaged (161 students)
26.0% Students with Disabilities (60 students)

75.12% Unduplicated Students

Total Enrollment: 231 Students

Student Demographics (Fall 2024):
10.8% English Learners (17 students)
3.2% Homeless (5 students)
65.8% Socioeconomically Disadvantaged (104 students)
17.1% Students with Disabilities (27 students)

71.86% Unduplicated Students

Total Enrollment: 158 Students

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

69.6% Unduplicated Students (110 students)

Total Enrollment: 143 Students

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

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

Reflections: Annual Performance

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

On Insight at San Diego's Dashboard, academic performance (CAASPP) is not indicated with a color in ELA or in math. In ELA, all students performed 64.5 points below standard, representing a decline of 8.9 points compared to the prior year. No subgroups are indicated with a

color, but Hispanic students performed at 76.9 points below standard, which represented a decline of 26.3 points, and socioeconomically disadvantaged students performed at 71.5 points below standard, which was a decline of 13.7 points. In math, all students performed 101.8 points below standard, representing an increase of 59.8 points. Hispanic students performed at 104.4 points below standard, an increase of 67 points, and socioeconomically disadvantaged students performed at 116.1 points below standard, which was an increase of 48 points. Insight attributes this growth to several factors, including professional development tailored toward increasing rigor and scaffolding for student support, instructional coaching to promote and develop teaching best practices, and supports for struggling students including intervention, supplemental programs, and summer school offerings. Insight at San Diego is encouraged by this significant growth in math, but also recognizes that there is need to continue this growth trend in both math and ELA.

The school is indicated Red in the College and Career Indicator, representing maintenance from the prior year at 3.2% of students prepared. The subgroups of Hispanic and socioeconomically disadvantaged students are indicated Red, and White students are indicated Orange. Insight recognizes this as an area of ongoing need and hopes to see increases as a result of the planned actions in this area. Insight will continue to offer dual enrollment opportunities to its students as a means to better prepare them for postsecondary goals and will further develop enrollment offerings if this action proves successful.

In local assessment data, in math, overall 56.48% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics, which is an increase of almost 6% compared to prior year growth data . The subgroups of Hispanic (54.20%), socioeconomically disadvantaged (55.77%), and White (58.44%) students are achieving the same or higher levels of growth than the overall population, while the subgroups of English learners (41.94%), long-term English learners (42.86%) and students with disabilities (44%) are achieving significantly lower levels of growth than all students in math. In reading, overall 60.27% of students performed at or above growth expectations on mid-year testing as compared to beginning-of-year diagnostics, which is an increase of almost 5% compared to prior year growth data. The subgroups of English learners (41.38%) and homeless youth (36.84%) are performing at significantly lower levels of growth than all students, while Hispanic students (56.72%) and students with disabilities (55.56%) are approaching the same level of growth as the overall population.

English learner progress on the dashboard is at 50%, which is an increase of 7.9% from the previous year. Insight attributes this growth to increased support for English Learners via instructional scaffolds and various language supports and services.

Graduation rate is indicated as Yellow for all students at 68.1%, an increase of 1.7% compared to the prior year. The subgroup of White students is also Yellow at 74.5%, an increase of 13.4% from prior year. Socioeconomically disadvantaged students are indicated as Orange, maintaining at 68.2%, while Hispanic students are indicated Red at 64.6%, a decrease of 9% from prior year. Insight is encouraged by the overall growth and tremendous growth in the White student subgroup, but recognizes the need to continue working toward graduation rate as a focus goal to ensure that all students are supported toward meeting graduation requirements.

Suspension rate, indicated as Blue, maintained at 0%.

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard:
CAASPP Math: All students
CCI: All students, socioeconomically disadvantaged, Hispanic, White
Graduation rate: All students, socioeconomically disadvantaged, Hispanic, White

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

Student group within a school with the lowest performance level on one or more indicators on the 2025 Dashboard:
CCI: All students, Socioeconomically Disadvantaged, Hispanic
Graduation rate: Hispanic

Insight has plans to expend LREBG funds for the 2026-27 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 2025 California Dashboard, Insight at San Diego is eligible for Differentiated Assistance for Hispanic students in the areas of pupil engagement (CCI and Graduation Rate).

Insight at San Diego partnered with the San Diego County Office of Education to review its performance data on the state and local indicators on the CA Dashboard, to perform root cause analysis, and to formulate action plans for meeting the needs of Hispanic students. Analysis determined that root causes include Insight's program offerings as an alternative school, which do not include several of the qualifying measures for CCI, and student credit deficiency upon enrollment. Based on these conclusions, Insight determined several areas of focus in which to formulate action plans.

Insight at San Diego's leadership team spent time researching measures for college and career readiness that may be more accessible to an alternative population, including exploring dual enrollment offerings, the possibility of establishing a pre-apprenticeship program and the impact of state assessment performance. Insight determined that creating action plans in these areas could have the greatest impact on student achievement and set a goal of increasing CCI by 2% on the 2026 dashboard.

Insight at San Diego's leadership team also spent time analyzing factors that may be contributing to its low graduation rate, particularly among Hispanic students. As an alternative school, Insight frequently enrolls students who are severely credit deficient and/or struggling with a pattern of repeated failure of courses. In their weekly data analysis meetings, members of the leadership team investigated areas in which Insight could further support these students, and it was determined that early identification of students in jeopardy of failing and extra 1/1 support for them were biggest areas of need. New positions were hired, and data tracked through the school year showed effectiveness of these new actions. Insight has set a goal of seeing graduation rate increase to at least 68% across al subgroups.

Through targeted technical assistance, it was determined to focus on Hispanic students and their access to dual enrollment opportunities (goal/action 1.5) and graduation coaches (goal/action 4.4). Insight at San Diego will continue to work with the SDCOE to implement a

professional development plan focusing on additional supports for pupil engagement in the areas of CCI and Graduation Rate with their Hispanic student population.

Comprehensive Support and Improvement

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

Schools Identified

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

Insight at San Diego is in CSI for low graduation rate. Graduation rate is indicated as red on the CA Dashboard.

Support for Identified Schools

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

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

The graduation rate increased 1.7% from the previous year and it is 68.1% and indicated as Yellow. This represents an increase of 9.1% from baseline year, and the student groups of socioeconomically disadvantaged and White, which were previously indicated as Red, moved to Orange and Yellow. The Hispanic student subgroup, however, was 64.6% and indicated Red.

Insight at San Diego's leadership team, teachers, and support staff engaged in weekly data analysis related to student achievement and collecting feedback from students, learning coaches, and parents. Their analysis concluded that while significant progress has been made in math performance on state assessments (an increase of almost 60 points from prior year), overall achievement in both math and ELA continues to point to a need to address gaps in foundational knowledge. In response to this need, Insight implemented an intervention program aimed at providing supplementary instruction to students in focused standards in need of development. To effectively implement this program, Insight hired math and ELA Intervention Specialists to work with students in small group settings. These specialists utilize internal STAR360 assessment data, which is administered at the beginning, middle, and end of each academic year, to identify areas of improvement. The Intervention Specialists employ research-based intervention practices for tiers 2 and 3. These practices focus on remediating underlying skills and structures for math and reading (Gersten et al, 2009a;b), providing explicit instruction (Hite & McGahey, 2015), and intensive and individualized interventions for struggling readers provided by trained specialists and providing opportunities for extended discussions of text meaning and interpretation (Kamil et al, 2008).Students actively participating in intervention have shown growth in Star 360 assessments from beginning of year to mid-year assessments, and feedback from students and families indicate a perception of success.

In addition to intervention, Insight's leadership and staff recognized the need for a supplementary program for additional practice outside of general classes to allow students to demonstrate individual, independent mastery of standards. Parents and students provided feedback regarding the need for additional academic support outside of the general class sessions. Insight purchased licenses for all students for iXL, a research-based program that allows for targeted practice in specific growth areas. Insight has begun implementation of this program with

targeted groups of students, including those in intervention, and feedback from instructional staff indicates the value of collecting data from this independent practice. Special programs teachers review this data with administrators during bi-weekly data analysis meetings to ensure its effectiveness.

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

Monitoring and Evaluating Effectiveness

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

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

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

(Baseline Data from 2023)
2023 SY Course Pass Rate 83.2%
2024 SY Course Pass Rate 80.6%
2025 SY Course Pass Rate 79.3%

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

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

2025 SBAC/CAA ELA 64.5 points Below Standard
2025 SBAC/CAA Math 101.8 points Below Standard

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

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

2025 STAR360 Reading 60.27% At or Above Standard
2025 STAR360 Math 56.48% At or Above Standard

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

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

2025 Graduation Rate 68.1%
Socioeconomically Disadvantaged 68.2%
Hispanic 64.6%
White 74.5%

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents and students are surveyed regularly throughout the school year. Parents and learning coaches are invited to Orientation, Learning Coach University, and family engagement meetings throughout the year, during which Spanish translation is available. Parents of English learners are also invited to submit feedback about the ELD program via surveys. Parents are invited to Parent Advisory Committee meetings at least twice per year to provide feedback and guidance regarding program and budget decisions.
Students	Parents and students are surveyed regularly throughout the school year. Parents, learning coaches, and students are invited to Orientation, Learning Coach University, and family engagement meetings throughout the year, during which Spanish translation is available. 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.

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee	The English Learner Advisory Committee (ELAC) meets four times throughout the year to discuss student achievement, the importance of attendance, the English Learner program at Insight, ELPAC testing, reclassification criteria, and family and student needs. During each meeting, families have opportunities to ask questions, share feedback, and provide suggestions that help guide supports and services for English Learners and their families.
Parent and Student Advisory Committee	Parents and students are invited to Parent Advisory Committee meetings at least twice per year to provide feedback and guidance regarding program and budget decisions.

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

Engaging educational partners meetings were held each quarter: once in the fall, once in the winter, and once in the spring. Students, parents, and staff were invited and presented with updates to current goals, reporting on dashboard indicators, and a review of proposed actions/goals. During each session, attendees were asked engagement questions and provided feedback opportunities. Information from each meeting was sent via email to all invitees. Conversations during these sessions were centered around actions and programs that are currently effective or ineffective in meeting goals and to gather ideas. Parents were also invited to join a Parent Advisory Committee, which met three times this year. During these meetings, LCAP goals and actions were discussed and feedback opportunities were offered. Parents offered insights as to why supplemental programs (intervention, for example) were effective for their students. Additionally, students, families, and staff were surveyed regularly throughout the year, and English learners and their parents were invited to submit feedback specific to the ELD program.

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

- Strong Academic Advisor (AA) Support
- Overwhelming majority of students report feeling highly supported, indicating effective advisor relationships and consistent communication
- Students receiving special services largely report high satisfaction, reflecting strong responsiveness and quality of support
- Students frequently identified multiple teachers as supportive, with many indicating “all teachers,” demonstrating broad staff impact and positive student-teacher relationships.
- Nearly all students report feeling connected to the school, indicating a positive overall school climate.
- Strong majority of students and families agree that staff ensure a safe and supportive learning environment

Key Drivers of Student Support

- Communication and responsiveness (timely replies, regular check-ins)
- Academic assistance (feedback, one-on-one help)
- Encouragement and positive relationships (kindness, motivation)
- Flexibility and understanding (accommodations, support during challenges)

Opportunities to Increase Student Engagement
Students expressed interest in:

- More interaction opportunities (clubs, group projects, events)
- Improved communication and visibility of information
- Greater accessibility, including more local and virtual options

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 School Climate: While surveys indicated a positive overall school climate and strong student-teacher relationships, families emphasized that ongoing communication, encouragement, and regular check-ins are key drivers of student support. To maintain this momentum and address student interest in more interaction opportunities (such as clubs, group projects, and events), non-classroom connections have been included as a metric to monitor support students' sense of belonging.
- Data-Driven Professional Development: While students receiving special services and English learners reported high levels of satisfaction, achievement data and staff input highlight the need to continually refine instructional practices. Professional development will focus on using instructional coaches to review classroom data to enhance and design lessons, expanding live session methodologies to increase student agency, providing robust instructional differentiation, and incorporating 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 maintain additional qualified staff.
- Reduced Student-to-Staff Ratios: Feedback heavily underscored that strong Academic Advisor (AA) relationships, timely communication, and broad staff accessibility are foundational to student well-being and academic success. To build on these strengths, counselor caseloads will be reduced. This change aims to improve graduation rates by ensuring counselors have the capacity to keep students well-versed in graduation requirements and readily connect them to available support resources.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

CAASPP is indicated Yellow in ELA and Red in math. In ELA, all students performed 36.3 points below standard, and the subgroups of Hispanic students (40.5 points below standard) and socioeconomically disadvantaged students (44.5 points below standard) performed below all students. In math, all students performed156.3 points below standard, and while Hispanic students performed slightly better at 146.8 points below standard, socioeconomically disadvantaged students performed 160.1 points below standard. There is a significant need to increase math achievement across all students.

The school is indicated as Very Low in the College and Career Indicator, and is Very Low in the Hispanic, socioeconomically disadvantaged, and white subgroups as well.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA SBAC Points from Standard	Overall: 36.3 below Hispanic: 40.5 below Socioeconomically Disadvantaged: 44.5 below	Overall: 55.6 below Hispanic: 50.6 below Socioeconomically Disadvantaged: 57.8 Sped: White:	Overall: 64.5 below Hispanic: 76.9 below Socioeconomically Disadvantaged: 71.5 below	Increase by at least 25 points overall and in all subgroups	Overall: -28.2 Hispanic : -36.4 Socioeconomically Disadvantaged: -27
1.2	Math SBAC Points from Standard	Overall: 156.3 below Hispanic: 146.8 below Socioeconomically Disadvantaged: 160.1 below	Overall: 161.6 below Hispanic: 171.4 below Socioeconomically Disadvantaged: 164.1 below Sped White	Overall: 101.8 below Hispanic: 104.4 below Socioeconomically Disadvantaged: 116.1 below	Increase by at least 25 points overall and in all subgroups	Overall: 54.5 Hispanic: 42.4 Socioeconomically Disadvantaged: 44
1.3	CAST % Meet/Exceed	Overall: 8% Hispanic: 2.70% Socioeconomically Disadvantaged: 6.82% White: 15.38%	Overall: 7.79% (23.2 below standard) African American: 0% EL Hispanic: 8.82% (20.9 below standard) Socioeconomically Disadvantaged: 9.26% (22.2 below standard) Sped: 0% White: 10.53%	Overall: 25.00% EL: 28.00% Hispanic: 21.28% Socioeconomically Disadvantaged: 28.13% Sped : 22.37% White: 25.00%	Increase by at least 15% overall and in all subgroups	Overall: 17.00% Hispanic: 18.58% Socioeconomically Disadvantaged: 21.31% White: 9.62%
1.4	CCI % Prepared	Overall: .8% Socioeconomically Disadvantaged: .9% White: 2%	Overall: 3.5% African American: 9.1% Hispanic: 1.7%	Overall: 3.20% Hispanic: 0.00%	Increase by at least 15% overall and in all subgroups	Overall: 2.40% Socioeconomically Disadvantaged: 2.10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 3% Sped: 0% White: 3% a-g Completion: 0 CTE Pathway Completion: 0 Both CTE & a-g Completion: 0 Passage of AP Exam: 0 Early Assessment Program (EAP)	Socioeconomically Disadvantaged: 3.00% White: 8.50%		White: 6.50%
1.5	Star 360 Math Performance	Overall: L1: 76.12% L2: 7.46% L3: 11.19% L4: 5.22% EL: 17 Students L1: 94.12% L2: 0% L3: 0% L4: 5.88% Hispanic: L1: 78.72% L2: 4.26% L3: 8.51% L4: 8.51% Homeless Youth: 2 Students L1: 100%	Overall L1: 65.25% L2: 10.04% L3: 9.27% L4: 15.44% EL L1: 82.86% L2: 2.86% L3: 5.71% L4: 8.57% Hispanic L1: 64.41% L2: 6.78% L3: 8.47% L4: 20.34% Homeless youth L1: 80.00% L2: 6.67% L3: 13.33%	Overall: L1 57.92% L2 10.41% L3 5.88% L4 25.79% EL: L1 66.67% L2 0.00% L3 6.06% L4 27.27% Hispanic: L1 58.52% L2 9.63% L3 5.93% L4 25.93% Homeless youth: L1 75.00% L2 15.00% L3 0.00%	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 -18.20% L2 2.95% L3 -5.31% L4 20.57% EL: L1 -27.45% L2 0.00% L3 6.06% L4 18.76% Hispanic: L1 -20.20% L2 5.37% L3 -2.58% L4 17.42% Homeless youth: L1 -25.00% L2 15.00% L3 0.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L2: 0% L3: 0% L4: 0% SPED: L1: 86.36 L2: 9.09% L3: 4.55% L4: 0%	L4: 0% Sped L1: 83.61% L2: 4.92% L3: 6.56% L4: 4.92%	L4 10.00% LTEL: L1 73.91% L2 0.00% L3 4.35% L4 21.74% SPED: L1 80.00% L2 4.00% L3 0.00% L4 16.00%		L4 10.00% Sped: L1 -6.36% L2 -5.09% L3 -4.55% L4 16.00%
1.6	Star 360 Math Growth	Overall: SGP Benchmark At/Above: 56.76% Below: 43.24% EL: 17 Students SGP Benchmark At/Above: 50.00% Below: 50.00% Hispanic: SGP Benchmark At/Above: 55.56% Below: 44.44% Homeless Youth: 2 Students SGP Benchmark At/Above: 100% Below: 0% SPED:	Overall SGP Benchmark At/Above: 50.65% Below: 49.35% EL SGP Benchmark At/Above: 46.67% Below: 53.33% Hispanic SGP Benchmark At/Above: 54.55% Below: 45.45% Homeless youth SGP Benchmark At/Above: 50.00% Below: 50.00% Sped SGP Benchmark At/Above: 32.35%	Overall: SGP Benchmark At/Above: 56.48% Below: 43.52% EL SGP Benchmark At/Above: 41.94% Below: 58.06% Hispanic SGP Benchmark At/Above: 54.20% Below: 45.80% Homeless youth SGP Benchmark At/Above: 35.00% Below: 65.00% LTEL SGP Benchmark At/Above: 42.86%	Increase percentage of students testing at/above by 10% overall and across all subgroups	Overall SGP Benchmark At/Above -0.28% Below 0.28% EL SGP Benchmark At/Above -8.06% Below 8.06% Hispanic SGP Benchmark At/Above: -24.45% Below: 24.25% Homeless youth SGP Benchmark At/Above -1.36% Below 1.36% Sped SGP Benchmark At/Above -65.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SGP Benchmark At/Above: 42.11% Below: 57.89%	Below: 67.65%	Below: 57.14% Sped SGP Benchmark At/Above:44.00% Below: 56.00%		Below 65.00%
1.7	Star 360 ELA Performance	Overall: L1: 27.61% L2: 24.63% L3: 34.33% L4: 13.43% EL: 18 Students L1: 38.89% L2: 50.00% L3: 11.11% L4: 0% Hispanic: L1: 29.17% L2: 29.17% L3: 31.25% L4: 10.42% Homeless Youth: 2 Students L1: 50% L2: 0% L3: 50% L4: 0% SPED: L1: 47.62% L2: 19.05% L3: 19.05%	Overall L1: 26.82% L2: 20.31% L3: 27.20% L4: 25.67% EL L1: 45.71% L2: 22.86% L3: 22.86% L4: 8.57% Hispanic L1: 25.00% L2: 24.17% L3: 29.17% L4: 21.67% Homeless youth L1: 28.57% L2: 7.17% L3: 64.29% L4: 0% Sped L1: 38.71% L2: 30.65% L3: 19.35% L4: 11.29%	Overall: L1 27.95% L2 17.47% L3 22.71% L4 31.88% EL: L1 45.16% L2 19.35% L3 12.90% L4 22.58% Hispanic: L1 30.43% L2 19.57% L3 23.19% L4 26.81% Homeless Youth: L1 36.84% L2 21.05% L3 26.32% L4 15.79% LTEL: L1 47.62% L2 19.05% L3 19.05% L4 14.29%	Decrease percentage of students testing at levels 1 and 2 by at least 15%; increase percentage of students testing at levels 3 and 4 by at least 15%	Overall: L1 0.34% L2 -7.16% L3 -11.62% L4 18.45% EL: L1 6.27% L2 -30.65% L3 1.79% L4 22.58% Hispanic: L1 1.26% L2 -9.60% L3 -8.06% L4 16.39% Homeless youth: L1 -13.16% L2 21.05% L3 -23.68% L4 15.79% Sped: L1 3.29% L2 -2.69% L3 -2.69% L4 2.07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		L4: 14.29%		SPED: L1 50.91% L2 16.36% L3 16.36% L4 16.36%		
1.8	Star 360 ELA Growth	Overall: SGP Benchmark At/Above: 51.82% Below: 48.18% EL: 18 Students SGP Benchmark At/Above: 46.67% Below: 53.33% Hispanic: SGP Benchmark At/Above: 56.52% Below: 43.48% Homeless: 2 Students SGP Benchmark At/Above: 100% Below: 0% SPED: SGP Benchmark At/Above: 42.11% Below: 57.89%	Overall SGP Benchmark At/Above: 55.84% Below: 44.16% EL SGP Benchmark At/Above: 46.67% Below: 53.33% Hispanic SGP Benchmark At/Above: 57.35% Below: 42.65% Homeless youth SGP Benchmark At/Above: 25.00% Below: 75.00% Sped SGP Benchmark At/Above: 54.29% Below: 45.71%	Overall SGP Benchmark At/Above: 60.27% Below: 39.73% EL SGP Benchmark At/Above: 41.38% Below: 58.62% Hispanic SGP Benchmark At/Above: 56.72% Below: 43.28% Homeless youth SGP Benchmark At/Above: 36.84% Below: 63.16% Sped SGP Benchmark At/Above: 55.56% Below: 44.44%	Increase percentage of students testing at/above by 10% overall and across all subgroups	Overall SGP Benchmark At/Above 15.54% Below -15.54% EL SGP Benchmark At/Above 5.02% Below -5.02% Hispanic SGP Benchmark At/Above 16.15% Below -16.15% Homeless youth SGP Benchmark At/Above 20.17% Below -20.14% Sped SGP Benchmark At/Above 16.03% Below -16.03%
1.9	Course Pass Rates	Overall: All: 83.17% Math: 71.15% Eng: 80.28% Sci: 82.35%	Overall All: 80.2% Math: 68.6% Eng: 78.9% Sci: 79.0%	Overall: All 79.25% Mth 71.13% Eng 74.81% Sci 78.12%	Maintain or reach pass rates of 75% per course, both overall and in all subgroups	Overall All: -3.92% Mth: -0.02% Eng: -5.47% Sci: -4.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: All: 76.84% Math: 60.71% Eng: 77.78% Sci: 72.00% SPED: All: 77.46% Math: 58.14% Eng: 78.87% Sci: 72.34%	EL All: 83.5% Math: 76.9% Eng: 81.0% Sci: 90.0% Sped All: 76.5% Math: 67.4% Eng: 73.5% Sci: 66.7%	EL: All 79.04% Mth 70.91% Eng 75.53% Sci 79.69% SPED: All 77.16% Mth 69.05% Eng 73.44% Sci 75.00%		EL All: 2.20% Mth: 10.20% Eng: -2.25% Sci: 7.69% Sped All: -0.30% Mth: 10.91% Eng: -5.43% Sci: 2.66%
1.10	3Es Survey Completion	Overall: 94.67%	87.00%	Overall: 85.81% African American: 84.31% American Indian: 87.50% Asian: 80.00% EL: 82.05% Filipino: 80.00% Foster youth: 50.00% Homeless youth: 75.00% LTEL: 80.00% Pacific Islander: 100.00% Socioeconomically Disadvantaged: 84.93% Sped: 90.14% White: 86.73%	Maintain completion rate at 95%	Overall: -8.86%

Goal Analysis [2025-26]

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.

Professional development implementation focused on building staff capacity in instructional technology, data analysis, student engagement, and instructional best practices. All staff completed Engageli professional development through technical demonstrations, guided group practice, feature-specific deep dives, content-specific lesson demonstrations, and hands-on implementation activities. Staff also reviewed the reimbursement process presented by the Head of Schools and received an overview of the Special Education services available to Insight students.

Throughout the school year, the Instructional Coaching and Training teams provided ongoing professional development opportunities aligned to instructional priorities and student needs. Topics included Microsoft Excel for organizing and analyzing student data, increasing instructional rigor, strengthening formative and summative assessment practices, improving student engagement through intentional lesson design, and effectively utilizing instructional tools and data to support student achievement. Training on Star 360 supported staff in identifying and developing a deeper understanding of Power and Focus Standards to guide instruction and intervention. All unit members are required to complete a minimum of three professional development hours each school year. [Action 1.1]

The Instructional coaching team provided a comprehensive training plan for new staff that included asynchronous Engageli and online high school training, creation of live classes, virtual lesson plan development, and virtual practice lesson sessions. Training plans were personalized based on individual staff position needs and individual staff member needs. Instructional coaches attended the first live sessions for instructional staff. For school year 24-25, a major change to the training plan for new instructional staff was to incorporate a full coaching cycle over their first trimester at Insight. This change allowed for further instructional support as instructors developed virtual pedagogical skills. Instructional Coaches provided support for the whole school by providing monthly, optional professional development opportunities for staff to attend. Coaches also compiled resources to share monthly as toolkits and shared staff spotlights of teachers at Insights successfully implementing teaching practices. The Instructional Coaching team provided optional full coaching cycle opportunities for instructional staff and open office hours for additional support as needed. [Action 1.2]

Student placement into intervention was determined by Star360 results collected at the start and midpoint of the school year. These data points informed decisions about which students required additional academic support. Intervention Specialists use the results to identify priority skill gaps and to shape instructional plans that align instruction, materials, and assessment practices to student needs. Ongoing collaboration occurs through regularly scheduled Team DDI meetings, where staff reflect on progress trends and adjust instructional focus as needed. Student performance is tracked through multiple measures and reviewed with instructional Leads during scheduled individual data conversations. At this time, Insight has not filled all planned intervention positions and continues active recruitment efforts to complete the team. [Action 1.3]

Intervention and Education Specialists are implementing the usage of the online platform IXL. IXL provides specific standards-based mini lessons and assessments to monitor student progress and assess student growth in the program. Education Specialists use the IXL data collection to determine progress and develop new goals. Insight has continued its partnership with Tutor.com, giving all enrolled students access to the around the clock online tutoring resource. During the school year, a small group of students engaged regularly with the platform

for assistance and demonstrated positive outcomes. Insight has not yet hired a roving sub. In the meantime, there is a system in place where teachers can sign up to cover live sessions and request coverage as needed. This allows live sessions to continue without interruption when a teacher needs to take time off. [Action 1.4]

Insight conducted FAFSA workshops, hosted College and Career Workshops, and facilitated a monthly College and Career support group. This school year we collaborated with Irvine Valley College (IVC) to provide students access to dual enrollment opportunities, and students had the option to take a Career Planning course and Microsoft courses with preparation for Microsoft certifications. Each student met with their counselor each term to discuss postsecondary plans, and staff organized monthly community college outings. [Action 1.5]

Insight hired qualified content-area teachers to deliver summer school instruction and also employed an Academic Advisor to support students during the summer term. All 12th-grade students, as well as 11th-grade students needing more than 80 credits to graduate, were invited to participate. This targeted approach helped students remain on track to graduate either with their cohort or the 5th year cohort while supporting Insight's goal of increasing its graduation rate. As a result of offering summer school, Insight successfully graduated an additional 19 students, 18 of whom were included in the school's graduation rate for the year; the additional student will count toward the 25/26 SY grad rate. [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.

In addition to all staff participating in mandatory professional development at the start of the school year, 85% of staff members participated in 2 or more additional professional development opportunities throughout the school year and 65% of instructional staff participated in at least one instructional coaching cycle. Insight at San Diego's professional development was somewhat effective in increasing instructional rigor and supporting improved student outcomes [Action 1.1]. In addition, instructional coaching was somewhat effective in contributing to improved instructional practices and higher achievement levels for several groups. [Action 1.2]

State assessment data showed improvement in mathematics, with the distance from standard improving from –156.3 to –101.8, including gains for Hispanic and socioeconomically disadvantaged students. However, ELA declined from –36.3 to –64.5, indicating literacy outcomes have not yet improved.

Local STAR 360 data showed strong growth in proficiency levels. Students performing at Level 4 increased significantly in both Math (5.5% to 25.7%) and ELA (12.43% to 31.8%), with similar trends among homeless youth and Hispanic students. However, the percentage of students meeting expected growth decreased in both Math (56.7% to 30.3%) and ELA (44.7% to 30.5%), suggesting inconsistent implementation across classrooms.

STAR 360 Growth data reflected mixed outcomes overall. In Math, the percentage of students scoring at or above benchmark remained stable at 56%. Within student groups, English Learners experienced a decline from 50% to 41% scoring at or above benchmark, while

students with disabilities showed modest improvement, increasing from 42% to 44%. In contrast, ELA results demonstrated growth across all student groups. Overall, the percentage of students scoring at or above benchmark increased from 44.7% to 60.27% in SY24–25. English Learners improved from 36.4% to 41.4%, while students with disabilities increased significantly from 39.5% to 55.56%, suggesting stronger progress in literacy achievement during the school year.

Course pass rates also reflect mixed results. Overall pass rates slightly decreased (83.1% to 79.25%) and declined significantly for students with disabilities (77.4% to 55.1%), while English Learners improved (76.8% to 79%).

Professional development and instructional coaching increased instructional rigor and contributed to higher levels of student achievement, particularly in math and for English Learners. These supports helped improve instructional practices and student outcomes; however, inconsistent growth and declines among some student groups indicate that implementation and impact remain uneven. Continued coaching, monitoring, and targeted supports will be necessary to strengthen consistency across classrooms and improve outcomes for all student populations. [Action 1.1, Action 1.2]

Insight at San Diego's intervention program consistently comprised of two intervention specialists with caseloads of between 140 and 180 students, with caseloads re-assigned in alignment with mid-year benchmark assessments. Insight at San Diego's intervention program was somewhat effective. State assessment data showed improvement in mathematics, with the distance from standard improving from –156.3 to –101.8, including gains for Hispanic and socioeconomically disadvantaged students. However, ELA declined from –36.3 to –64.5, which suggests our literacy interventions have not yet had a consistent impact.

STAR 360 data showed encouraging movement in proficiency levels. The percentage of students performing at Level 4 increased in both Math (5.5% to 25.7%) and ELA (12.43% to 31.8%), and we saw similar patterns with homeless youth and Hispanic students. This indicates that targeted supports helped a portion of students reach higher levels of performance.

At the same time, the percentage of students meeting expected growth decreased in Math (56.7% to 30.3%) and ELA (44.7% to 30.5%), including similar declines for homeless and Hispanic students. This shows that while some students benefited significantly, the interventions were not yet consistently accelerating learning for all students.

The Intervention program helped move some students into higher performance levels, especially in math, but results were inconsistent across the broader student population. There is still potential for improvement. Strengthening our impact will require ongoing adjustments and more focused support. [Action 1.3]

The use of online, standards-based platforms by Education Specialists and Intervention Specialists, along with access to an external tutoring program, was somewhat effective in supporting Insight at San Diego's student learning and progress. SBAC data shows mixed results, with ELA performance moving further from standard (–36.3 to –64.5) while Math improved (–156.3 to –101.8), a pattern also seen among Hispanic and socioeconomically disadvantaged students. This suggests that while supports were effective in strengthening math outcomes, they have not yet had a consistent impact on literacy.

STAR 360 achievement data reflects stronger gains in performance levels. Students scoring at Level 4 increased significantly in Math (5.5% to 25.7%) and ELA (12.43% to 31.8%), with similar growth among homeless youth and Hispanic students. Students with disabilities also

showed improvement, including a 16% increase in Level 4 Math and 2.07% in ELA, as well as 22.37% meeting or exceeding on CAST, indicating progress toward IEP goals. However, growth data showed declines in the percentage of students meeting expected growth targets (Math 56.7% to 30.3%, ELA 44.7% to 30.5%), including significant decreases for homeless and Hispanic students, suggesting inconsistent impact across the broader student population.

Course pass rate data further reflects mixed outcomes, with a slight overall decline (83.1% to 79.25%) and a notable decrease for students with disabilities (77.4% to 55.1%).

Overall, the data indicates these supports helped increase access to grade-level content and move some students, particularly in math and among certain subgroups, into higher levels of achievement. However, inconsistent growth trends and declines in some areas show that implementation is still developing, indicating the online platform and access to online tutoring was somewhat effective and has room for growth. [Action 1.4]

College/career indicator shows that Insight at San Diego was somewhat effective as demonstrated by the overall performance increase from baseline of 2.4%, which represents a positive trend particularly among socioeconomically disadvantaged and white student groups. However, Hispanic students are at 0% prepared, which is a decrease of almost 2% from the previous year. While these results indicate the program is somewhat effective, there is room to grow for significant populations, including the Hispanic subgroup, and targeted supports for these demographics need to be explored to ensure equitable growth for all students. [Action 1.5]

Providing summer school Insight at San Diego was effective as evidenced by graduating an additional 7 students, which increased our graduation rate by 9.24%. [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.

Insight anticipates potential increases in professional development costs in the upcoming year due to increases in staff numbers [Action 1.1].

Insight plans to fill open math intervention specialist position in the upcoming school year [Action 1.3].

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
1.1	Professional Development	Professional development will aim to improve instructional practices based on data to address developmental needs in English language arts, math, and science proficiency and to improve academic growth for all students.	$23,455.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This will include identify and understanding the Power and Focus standards, developing daily learning objectives, calibrating grading practices, increases the depth-of-knowledge for informal and formal assessments, fostering collaboration, refining the Necessary Components of Live Instruction, and sharing best practices identified through Data-Driven Instruction. SPED PD will focus on reviewing student present levels to develop appropriate SAI groupings to support student progress towards ELA and Math standards SPED team will meet once monthly during team DDI meetings to collaborate with their peers and Lead Ed. Specialist in reviewing student math and ELA data for effective CPM and instructional planning to support growth towards ELA and Math standards. ELD professional development will focus on improving instructional practices and scaffolds for our Long-Term English Learners. This will include utilizing the Insight LTEL Toolkit and conducting an in-depth analysis of the research-based essential components to see how to best integrate them in both Designated and Integrated ELD.		
1.2	Instructional Coaching	Instructional coaches will support teachers and their teaching practices. Instructional coaches will work with teachers to set instructional goals, provide resources and feedback throughout planning and instructional sessions, and follow up with student outcomes as a cycle to drive change in engagement and proficiency. Coaches also will provide ongoing professional development in the areas of lesson planning, engagement, and instructional strategies throughout the year.	$24,705.00	Yes
1.3	Math/ELA Intervention	Intervention specialists, in partnership with content teachers and the academic leadership team, will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of students and identified student groups. Students will be identified based on a number of criteria, including performance level on schoolwide math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and student grade level. Intervention direct instruction will be provided during	$182,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
		live support sessions, and intervention specialists will collect growth data and communicate it to students and families.		
1.4	Instructional Support	Education Specialists will utilize an online platform that provides specific standards-based mini lessons and assessments to monitor student progress towards IEP goals and assess student growth in the program. Insight will provide an online tutoring program from an external provider that students can access at any time, including outside of school hours, to support them with their assignments. Intervention Specialist will use an online platform that provides specific standard based mini lessons and assessments to gauge student growth in the program. Insight will utilize roving substitutes to cover unexpected teacher absences. These substitutes will handle urgent classroom needs such as teaching live sessions, grading, and maintaing course pages. This approach intends to reduce cancelled classes and help ensure that students stay on track to meet their academic goals.	$28,134.00	No
1.5	College/Career Readiness	All students will be provided with a variety of options to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit.	$1,020.00	Yes
1.6	Summer School	Summer school programming will be offered to students whose credit deficiency has put them at risk of not graduating with their cohort. Core content areas are prioritized and students will carry a reduced credit load to allow them to focus on these courses.	$8,544.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. The school suspension and expulsion rates are 0%, and attendance in the first and second periods were 92.73% and 93.4%, respectively. As students can only learn if they attend school, there is a need to decrease the chronic absenteeism rate, which is higher among African American (27.3%) and White (32.1%) students than all students (26.1%). As such, there is a need to strengthen student and family partnerships with the school. The percentage of students whose home language is a language other than English is 32.28%, of which 29.11% speak Spanish. In order to effectively partner with these families, there is a need to provide language support in the form of interpreter services and translated school communications.

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 0%			White: 0%
2.3	Local Indicator: Parent and Family Engagement	Standard Met	Standard Met	Standard Met	Maintain at Standard Met	None
2.4	Local Indicator: Local Climate Survey	Standard Met	Standard Met	Standard Met	Maintain at Standard Met	None
2.5	Chronic Absenteeism Rate	Overall: 26.10% African American: 27.30% Hispanic: 21.70% White: 32.10%	Overall: 31.6% African American: 19.4% American Indian or Alaska Native: Asian: Filipino: Hispanic: 32.00% Pacific Islander: White: 30.7% Two or More Races: 40.9%	Overall: 29.70% African American: 31.30% Asian: 41.70% Filipino: 27.30% Hispanic: 25.80% Two or More Races: 38.50% White: 34.10%	Decrease rate by 5% overall and across subgroups	Overall: 4% African American: 4.00% Hispanic: 4.10% White: 2.00%
2.6	P1/P2 Attendance Rates	Overall: P1 - 92.73% P2 - 93.4%	P1 - 90.21% P2 - 90.79%	P1 Rates: 90.21% P2 Rates: 90.34%	Maintain attendance rates at over 90%	P1 -2.52% P2 -3.06%
2.7	Non-Classroom Connections	Overall: Counselor connections: 80.47% Advisor conferences: New metric will be established SY 24-25	Drop out: 36.52% Counselor connections: 89% Advisor conferences:	Counselor Connections: 89.53% Advisor Conferences (New Metric): 54.67%	Make non-classroom connections with at least 90% of students	Overall: Counselor Connections 9.06% Advisor Conferences (New Metric) 54.67%
2.8	How the LEA will promote parental participation in programs for unduplicated pupils	100% of parents understand the process of English Learner identification and ELD program placement 40% of parents know to access ELPAC scores	100% of parents understand the process of English Learner identification and ELD program placement	In the SY 24-25 English Learner Needs Assessment, families shared that their understanding of EL processes was	Increase parental participation in programs for unduplicated pupils	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and understand what each level/score means 100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP) 100% of parents are satisfied with their child's ELD support 100% receive communication from the school in a language they can understand. 100% of parents understand the ELD attendance requirements 80% of parents know who to contact at the school if their child needs help or support 80% of parents were interested in part of/possibly being part of the ELAC Parent feedback:	92.3% of parents know to access ELPAC scores and understand what each level/score means 100% of parents understand the district's ELD program exit criteria for English learner reclassification to Fluent English Proficient (RFEP) 100% of parents are satisfied with their child's ELD support 76.9% receive communication from the school in a language they can understand. 100% of parents understand the ELD attendance requirements 92.3% of parents know who to contact at the school if their child	very strong, with 100% of families reporting that they understand EL identification and RFEP exit criteria, and 85.7% indicating they know how to access and interpret ELPAC scores. Families were also happy with ELD support and attendance expectations with 100% rating them a 4 or 5. Families commented that they appreciated the information and support provided by the ELD department, while some shared interest in having their students focus on the use of English in daily life, speaking confidence, and wanting more information on available resources for English learners. Communication		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	needs help or support 85% of parents were interested in part of/possibly being part of the ELAC Families of English Learner (EL) students have asked for support in both improving their own English skills and gaining a better understanding of resources available to support their students. In response, we are exploring a new asynchronous program that students can utilize both inside and outside of the classroom. The program also allows up to four family members to have accounts, allowing parents and families to improve their	and support were rated well, with 78.6% of families always receiving school communication in a language they understand and 92.9% knowing who to contact when their child needs help.		

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

Goal Analysis [2025-26]

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 Insight's staff consistently followed established translation procedures and utilized the interpreter service throughout the year. All communications sent to families were provided in both English and Spanish, as well as in additional languages upon request, ensuring families received information in a language they understand. 79% of families reported that they receive communication in a language they understand. [Action 2.1]

Prior to each cohort's start date, Insight offered Strong Start sessions to all learning coaches, achieving a 100% invitation rate. To ensure continuous school improvement, all students and families were invited to provide feedback via comprehensive trimester surveys. To further bolster engagement and student growth, Insight expanded its team by hiring an additional Student Champion Clerk, and Student Family Champion. Additionally, the school continues to implement ParentSquare to streamline communication regarding school-wide announcements, attendance alerts, and family involvement opportunities [Action 2.2].

Insight prioritizes holistic student wellness through a robust counseling framework managed by a Lead Trauma Guidance Counselor. Lead Trauma Guidance counselor provides updated suicide prevention and crisis training along with updated protocols for all staff. Insight has a dedicated Social Worker and Student Family Champion who support our most vulnerable students, including those in foster care or experiencing homelessness.
Counselors facilitate monthly support groups (e.g., LGBTQ+, Student Success Skills Group, Anxiety Support, CCI, and Monthly open check-ins) and conduct individual check-ins every trimester.

All staff undergo training in the 7 Mindsets SEL curriculum, which is tailored to our unique student population. Additionally, the SEL committee fosters a school-wide culture of wellness by providing integrated resources to all departments. [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.

The effectiveness can be seen in the full participation of the Insight at San Diego staff for the required training and family feedback indicating that most families are receiving school information in a language they can understand. With 78.6% of families reporting that they receive school information in a language they can understand, there is still room for growth. [Action 2.1]

Insight at San Diego achieved total programmatic saturation in its communication efforts during the 24-25 school year. By reaching 100% of families through personalized onboarding, monthly newsletters, and trimester surveys, the school ensured a standardized level of support and feedback, guaranteeing that no student or Learning Coach was left without the resources or the platform necessary for academic success. [Action 2.2]

The effectiveness of Insight at San Diego's SEL program is evidenced by 100% participation rates in critical staff professional development, including suicide prevention and crisis management. Furthermore, the school maintained a universal access model for student wellness, where 100% of students were invited to participate in specialized support groups and had unfettered access to social work services throughout the academic year. [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.

Insight anticipates continuing all actions as planned in the coming school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Language Support (EL)	Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.	$1,531.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$47,174.00	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.	$21,118.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teacher Preparation and Placement (SARC)	Fully Credentialed and Properly Assigned: 89.86% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 9.97%	Fully Credentialed and Properly Assigned: 89.40% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 10.60%	Fully Credentialed and Properly Assigned: 92.88% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers Assigned Out-of-Field: 7.12%	100% fully credentialed and properly assigned	Fully Credentialed and Properly Assigned: 3.02% Teachers Without Credentials and Misassignments: 0% Credentialed Teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unknown/Incomplete: 0%	Unknown/Incomplete: 0%	Unknown/Incomplete: 0%		Assigned Out-of-Field: -2.85% Unknown/Incomplete: 0%
3.2	Every pupil has sufficient access to standards-aligned instructional materials (SARC)	100% of students have access	100% of students have access	100% of students have access	Maintain 100%	100% of students have access
3.3	Implementation of the academic content and performance standards adopted by the state board.	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and Visual and Performing Arts. Initial implementation in Career Technical Education. Beginning development in Health Education.	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, Visual and Performing	Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability in ELA, ELD, Mathematics, NGSS, Social Science, Physical Education, and Visual and	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
			Arts, and Health Education. Initial implementation in Career Technical Education.	Performing Arts. Initial implementation in Career Technical Education and Exploration and research phase in Health Education.		
3.4	How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full	Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks: Full implementation and sustainability Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks: Full	Maintain full implementation and sustainability	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			implementation and sustainability	implementation and sustainability		
3.5	Extent to which students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	The school added Geometry to their course list beginning with the 2019-2020 school year. Although Geometry is not a state requirement for graduation, the addition of Geometry has given students the opportunity to access a higher math course. Insight has included Technology courses: Computer Literacy, Digital Arts and Image Design and Editing. The school is providing the ability for students to earn a Food Handler's Certificate as well as ASVAB opportunities. The upcoming 2023-2024 school year Insight is planning to provide courses with Microsoft for students to have the opportunity to take an exam for a Microsoft certificate.	Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Graduation Plans are created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2023-2024 school was extremely successful with conference attendance and	Insight utilizes its School Counseling staff to ensure that all students are enrolled in needed courses for graduation from a DASS High School. Graduation Plans are created and reviewed with students and families to ensure understanding of courses needed for graduation based on transcripts provided. School counselors hold a Cougar Conference each trimester with their students to review the grad plan as well as discuss future goals. The 2024-2025 school was extremely successful with conference attendance and	Maintain offerings and add CTE offerings	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			graduation plan reviews by students/families (over 90%).	graduation plan reviews by students/families (over 90%).		
3.6	Programs and services developed and provided to unduplicated pupils	Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Maintain	None
3.7	Programs and services developed and provided to individuals with exceptional needs	Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Pupils with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	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 [2025-26]

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.

Internet subsidies were provided two times throughout the year for students who qualified for free or reduced lunch as reported by parent [Action 3.1]

All students were provided with access to appropriately credentialed and assigned teachers. The school retained highly qualified teachers as represented by lower turnover calculations. Lowered caseloads would not be reflective until the 2025-2026 school year. [Action 3.2]

Insight's administration team met in-person following each administration of Star 360 assessments to perform in-depth data analysis. Performance data from both local and state assessments is reviewed by content, subgroup, and standard, and action plans are developed in response to areas of student growth and deficiency. Examples of actions are team data analysis sessions in which departments celebrate growth areas and identify focus topics in relation to weak standards. [Action 3.3]

Insight provided hotspots to all MKV and Foster Youth students who needed internet access, with need determined through conversations between families and the School Social Worker. To ensure students maintained ongoing access to school, weekly audits were conducted to monitor connectivity and hotspot usage. In addition, Insight completed monthly connection calls with families and distributed monthly resource communications to provide continued support and address emerging needs. [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 to socioeconomically disadvantaged students ensured that all students maintained continuous access to school.[Action 3.1]

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 at San Diego was effective at providing hotspots to 100% of MKV and Foster Youth students identifying a need for wifi connectivity, ensuring these students maintained consistent access to school and eliminating technology as a barrier to their education. [Action 3.4]

Insight at San Diego effectively implemented new teacher induction by supporting two teachers through induction programs that provided comprehensive guidance, mentorship, and ongoing professional support to strengthen instructional practices and promote teacher success. [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.

Action 3.5, New Teacher Induction, is being removed because it will be funded through the Student Support and Professional Development Discretionary Block Grant in 26-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$22,515.00	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.	$96,543.00	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.	$28,698.00	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	$863.00	No

Action #	Title	Description	Total Funds	Contributing
		free access to school. Insight will offer hotspots for wifi connectivity and will provide free shipping of hotspots.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate (Dashboard)	Overall: 59% African American: 66.70% EL: 69.20% Hispanic: 50% Homeless Youth: 54.50% Socioeconomically Disadvantaged: 59.70% SPED: 58.30% White: 59.60%	Overall: 66.4% African American: 46.2% EL: 56.3% Hispanic: 73.5% Homeless youth: 38.5% LTEL: 57.1% Socioeconomically Disadvantaged: 67.6% Sped: 61.9% White: 61.1%	Overall: 68.10% EL: 76.20% Hispanic: 64.60% LTEL: 75.00% Socioeconomically Disadvantaged: 68.20% White: 74.50%	Increase the graduation rate for all pupils and across all subgroups by 5%	Overall 9.10% African American - 66.70% American Indian 0.00% Asian 0.00% EL 7.00% Filipino 0.00% Foster youth 0.00% Hispanic 14.60% Homeless youth - 54.50% LTEL 75.00% Pacific Islander 0.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged 8.50% Sped -58.30% Two or More Races 0.00% White 14.90%
4.2	EL Progress	Overall: 43.80%	EL (Not LTEL): 42.1% LTEL: 42.1%	EL: 50.00% LTEL: 55.60%	Increase by at least 10%	Overall: -39.2
4.3	EL Reclassification Rate	Overall: 62.20%	17.60%	5.17%	Increase by 5%	Overall: -44.6
4.4	Student Pass Rate (By 60%+ Courses)	Overall: 80.79%	Overall: 79.06% EL: 85.71% LTEL: 85.19% Sped: 78.15%	Overall 76.04% EL 77.55% Sped 73.60%	Maintain at over 80%	Overall -4.75% African American 0.00% American Indian 0.00% Asian 0.00% EL 4.82% Filipino 0.00% Foster youth 0.00% Hispanic 0.00% Homeless youth 0.00% LTEL 0.00% Pacific Islander 0.00% Socioeconomically Disadvantaged 0.00% Sped 0.18% Two or More Races 0.00% White 0.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Student Graduation Plan Views	Overall: 94.67%	93.00%	Overall: 92.93% African American: 92.16% American Indian: 100.00% Asian: 100.00% EL: 92.31% Filipino: 90.00% Foster youth: 100.00% Homeless youth: 78.57% Pacific Islander: 100.00% Socioeconomically Disadvantaged: 92.69% Sped: 92.96% White: 91.88%	Maintain at 95%	Overall -1.74% African American 92.16% American Indian 100.00% Asian 100.00% EL 92.31% Filipino 90.00% Foster youth 100.00% Hispanic 0.00% Homeless youth 78.57% LTEL 0.00% Pacific Islander 100.00% Socioeconomically Disadvantaged 92.69% Sped 92.96% Two or More Races 0.00% White 91.88%

Goal Analysis [2025-26]

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 is committed to student success through proactive engagement and academic oversight. Our RAISE team drives daily outreach, ensuring students remain on track and compliant with attendance requirements. By offering translation services and communicating support opportunities to all partners, we remove barriers to graduation. We empower students by requiring a term-by-term review of their personalized graduation plans and ensuring they are enrolled in the necessary coursework. Beyond academics, Insight connects students with vital resources to support their overall well-being [Action 4.1].

Insight's Academic Data Coordinator compiles, analyzes, and visualizes academic and engagement data for use by the school teams. She maintains an internal data hub, which school staff uses to select students for targeted interventions, edify relationships, and monitor graduation status. [Action 4.2]

The Insight English Language Development (ELD) team continues to ensure that all English Learners (ELs) receive both Integrated and Designated English Language Development. Content teachers provide Integrated ELD within their courses, while the ELD team teaches Designated ELD courses to all EL students based on their English proficiency level and EL status. This year, two additional ELD specialists were added to the team, with one specialist solely focusing on supporting newcomer ELs. Newcomer students, especially those who have been in the country for one year or less, receive additional targeted support, including one-on-one support, in addition to their Designated ELD courses.
This year, the ELD department created a research-based LTEL Toolkit for all staff, which includes scaffolds and best practices to support Long-Term English Learners in the classroom. The toolkit was shared during all-staff meetings, and the content teams have been working to include these scaffolds into their lessons. [Action 4.3]

To support student success and meet established goals, each student met with their counselor at least once per trimester to review graduation status, postsecondary plans, individualized graduation plans, and social-emotional needs. Insight expanded academic opportunities by adding dual enrollment as an option for students. Counselors worked collaboratively with the School Social Worker to provide mental health support and connect students to appropriate resources. In addition, counselors engaged in biweekly, data-driven interventions by identifying student needs, implementing targeted actions, and setting measurable goals while tracking data to evaluate effectiveness. Insight continued to develop and refine its data-driven intervention (DDI) process to more closely analyze and respond to the needs of student subpopulations. Graduation rates and trends for subpopulations were continuously monitored to ensure equity of services and outcomes for all students. [Action 4.4]

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 at San Diego's RAISE Team’s commitment to student persistence is effective, as evidenced by a strong 90.34% Average Daily Attendance (ADA) rate for the 2024–25 school year. This high level of daily engagement is directly mirrored in student proactive planning, with 94.67% of the student body actively reviewing their personalized graduation plans, demonstrating a clear alignment between daily attendance and long-term academic success. [Action 4.1]

An increase in overall grad rate points to the effectiveness of data-based strategies. Insight will continue to use internal data to target student needs and provide interventions and supports accordingly. [Action 4.2]

Insight at San Diego's ELD services are effective, as demonstrated by strong and improving outcomes for English Learners. The EL graduation rate increased from 69.2% at baseline to 76.2% in the 2024–25 school year, surpassing the overall graduation rate in both years (59% at baseline and 68.1% this year). Long-Term English Learners also saw success, with a 75% graduation rate. Additionally, progress toward English language proficiency rose from 50% to 55.6%, exceeding the California average of 46.6% and reflecting notable year-over-year growth. While the reclassification rate declined to 14.2% from 25% the previous year, the overall trends in achievement and language development indicate that Insight's ELD services are having a meaningful and positive impact on student outcomes. [Action 4.3]

Insight at San Diego's guidance program was somewhat effective this year, showing progress in several areas in some student groups but indicating need for further support for other student subgroups. We saw significant progress with the completion rate of individual counselor conferences reaching 89.53%, which was an increase of 9.06% over baseline, and Graduation Plan (GP) Views remaining high at 92.93%, even with a slight dip of 1.74%. While overall Graduation Rate increased by 1.7% to 68.1%, there is much room for growth in this percentage. Additionally, growth was concentrated primarily in the White student subgroup, which grew by over 13%, while the Hispanic subgroup decreased by 9% to 64.6%. Additionally, we noticed that 3E post-secondary survey completion dropped to 85.81%, an 8.86% decrease, so we will be focusing our efforts on that area to regain momentum. [Action 4.4]

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 anticipates continuing all actions as planned in the coming school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	RAISE Team	Insight works with students to ensure they are compliant with attendance and making progress academically towards graduation. The RAISE team conducts daily outreach each morning and throughout the day as needed. Insight ensures that all educational partners are made aware of support and engagement sessions available to them in order to support their graduation goals. Insight also offers translation services based on student need to decrease the gap in language barriers to graduation. Insight 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 .	$167,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Academic Data Coordinator	The Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle.	$14,665.00	Yes
4.3	ELD Services	Insight offers a Structured English Immersion (SEI) program, where services and support for English Learners and Long-Term English Learners (LTEL) are based on students' English language proficiency and progress. The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Designated ELD lessons will be designed using a research-based curriculum, aligned with the CA ELD standards, and taught by highly qualified and highly trained ELD Specialist. The ELD Specialist and ELD Coordinator will work together to create individualized language proficiency goals for each student to drive both Integrated and Designated ELD instruction. In addition, LTEL students will have tailored ELD courses specifically designed to utilize research-based essential components for LTELS. As EL students are monitored throughout the school year, tier 2 support will be provided to students who are in need of additional language support. These students will be added toa targeted small group sessions with ELD Specialist to provide additional English language support. To support Newcomer students, a tier 3 intervention English language acquisition platform will be utilized along with Designated and Integrated ELD classes and supports.	$63,400.00	Yes
4.4	Guidance Program	Learning Recovery Emergency Block Grant (LREBG) Funds included in Action The school guidance program aligns with the American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success, which emphasize academic, career, and social-emotional development through a comprehensive, data-informed approach. Research supports that school	$241,858.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
		The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 26-27: $25,511		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$423,558	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.800%	2.506%	$60,647.27	17.306%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is	Professional development will support teachers and their teaching practices by providing them instructional practices based on data to address developmental needs in English language arts, math, and science proficiency and to improve academic growth for all students. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students.	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below all students (146.8 points below standard) in math. Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide		
1.2	**Action:** Instructional Coaching **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is below all students (146.8 points below standard) in math. Educational partner feedback, through the WASC process, indicated that there is a need to focus on improving instructional practices based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide	Instructional coaches will support teachers and their teaching practices by helping them set instructional goals, providing resources and feedback throughout planning and instructional sessions, and following up with student outcomes as a cycle to drive change in engagement and proficiency. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students.	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Math/ELA Intervention **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is below all students (146.8 points below standard) in math. There is also a disparity in growth between English learners (46.7%) and the entire school (51.8%) in Star 360 reading assessments and in Star 360 math assessments (50% vs. 56.8%). **Scope:** LEA-wide	Intervention specialists will use school assessment data as a guide to provide targeted intervention sessions that lead to increased academic achievement of identified student groups. However, this action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students.	Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback
1.5	**Action:** College/Career Readiness **Need:** The percentage of students prepared under the College and Career Indicator is extremely low at 0.8% prepared. White students have a 3% prepared rate, but are considered very low along with Hispanic students. Additionally, the African American, English learner, and students with disabilities subgroups are even lower, at 0% prepared. Educational partner feedback identifies CCI as an area of priority to improve, recognizing that	All students will be provided with a variety of activities to prepare them for post-secondary life, including preparation for careers, college, or military. College, career, and military life readiness will include exposure to community colleges, resume creation and interview skills, opportunities to earn certifications, FAFSA and scholarship workshops, and course offerings that prepare students for post-secondary life while earning high school credit. Additionally, the school will investigate and purchase CTE programming for all students, to maximize the impact on improving the CCI rates on the dashboard.	Progress will be monitored by 3E survey results, and effectiveness will be measured by college and career indicator results on the dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students need to be better prepared for post-secondary options after graduating. **Scope:** LEA-wide		
1.6	**Action:** Summer School **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is below all students (146.8 points below standard) in math. There is also a disparity in growth between English learners (46.7%) and the entire school (51.8%) in Star 360 reading assessments and in Star 360 math assessments (50% vs. 56.8%). **Scope:** LEA-wide	Summer school programming will support students whose credit deficiency puts them at risk of not graduating with their cohort by allowing them additional opportunities to earn credit and allowing them to focus on fewer courses at a time. This action is being provided on an LEA-wide basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students	Progress will be monitored through the school's pass rates for the student groups of socioeconomically disadvantaged students and English learners. Effectiveness will be measured by CAASPP, Star360 data, and educational partner feedback
2.2	**Action:** Engagement (family and climate) **Need:** There is a strong connection between student connectedness and achievement, so there is a need to ensure that all families, but particularly	Parent coaching opportunities as well as instructional sessions are provided to foster positive school culture as well as an environment that drives connection and values input from all educational partners. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	Progress will be monitored through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator

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
	those of unduplicated pupils, feel connected and engaged. Educational partner feedback indicates that only 40% of families of English learners know how to access ELPAC scores and understand what each level/score means, and 80% know who to contact at the school if their child needs help or support. **Scope:** LEA-wide		of Parent & Family Engagement.
2.3	**Action:** Social Emotional Learning, Prevention, and Intervention **Need:** There is a strong connection between student connectedness and achievement, so there is a need to ensure that all students, but particularly unduplicated pupils, feel connected and engaged. Individual connections with counselors are at 80.47% **Scope:** LEA-wide	Insight staff will be provided with professional development on Social Emotional Learning (SEL) and are provided SEL resources to incorporate into courses. This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	Progress will be monitored by non-classroom connections between students and staff, and effectiveness will be measured by attendance and chronic absenteeism rates
3.2	**Action:** High-Quality Teachers **Need:** Not all teachers are fully credentialed and appropriately assigned. In SY21-22, 89.86% of teachers were fully credentialed and properly assigned. There is a need to ensure that the school hires and retains highly	Provide highly qualified, fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff.	Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers local indicator

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
	qualified teachers. The school continues to work with the teachers' union on competitive compensation. **Scope:** LEA-wide		
3.3	**Action:** Equity, Access, & Accountability **Need:** Although 100% of students have access to standards-aligned curriculum and instructional materials, there is a need to improve pass rates. The course pass rate for all students in math is 71.2%, the student group of English learners is 60.7%, and students with disabilities is 58.1%. The course pass rate for all students in ELA is 80.3%, the student group of English learners is 77.8%, and students with disabilities is 78.9%. **Scope:** LEA-wide	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. This action is being provided on an LEA-wide basis to maximize its impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.	Progress and effectiveness will be monitored through course pass rates and dashboard local indicators of implementation of state academic standards and access to a broad course of study
4.1	**Action:** RAISE Team **Need:** Need for guided support in academics and in attendance: The course pass rate for all students in math is 71.2%, the student group of English learners is 60.7%, and students with disabilities is 58.1%.	The 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.	Progress will be monitored through course pass rates and internal attendance rates. Effectiveness will be measured by chronic absenteeism and graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The course pass rate for all students in ELA is 80.3%, the student group of English learners is 77.8%, and students with disabilities is 78.9%. Chronic absenteeism rate is 26.1%. **Scope:** LEA-wide		
4.2	**Action:** Academic Data Coordinator **Need:** The CAASPP data shows the student group of socioeconomically disadvantaged students (44.5 points below standard) is below all students (36.3 points below standard) in ELA. The CAASPP data also shows the student group of socioeconomically disadvantaged students (160.1 points below standard) is below all students (146.8 points below standard) in math. There is also a disparity in growth between English learners (46.7%) and the entire school (51.8%) in Star 360 reading assessments and in Star 360 math assessments (50% vs. 56.8%). **Scope:** LEA-wide	Academic Data Coordinator will compile and analyze academic data from multiple sources, including various assessments and course progress, to identify and present trends in proficiency gaps and growth. This position will provide teachers and staff with access to and training in student academic data to make informed instructional decisions as part of the DDI cycle. This action is provided on an LEA-wide basis to maximize its impact on increasing academic achievement for all students.	Progress and effectiveness will be measured via CAASPP, course pass rates, and Star 360 data
4.4	**Action:** Guidance Program **Need:**	This action is being provided on an LEA-wide basis because the overall graduation rate of 66.4% indicates that nearly one-third of students are not graduating on time. Providing this action to all	Progress will be monitored through course pass rates, and effectiveness will be measured by graduation rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The graduation rate is particularly low among English Learners (56.3%), with Socioeconomically disadvantaged (67.6%) students also historically falling below the overall average. **Scope:** LEA-wide	students will maximize its impact on increasing the graduation rate for all students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Language Support (EL) **Need:** Because of the percentage of students whose home language is a language other than English, parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach. **Scope:** Limited to Unduplicated Student Group(s)	Insight provides language assistance to Limited English Proficient (LEP) families and students by utilizing an interpreter service and translation service to ensure all families receive written and oral communication in a language they understand.	Progress will be monitored through educational partner feedback. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Student ISP **Need:** Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Lack of internet access has sometimes been a factor that has impacted student attendance in the past. **Scope:** Limited to Unduplicated Student Group(s)	An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access.	Effectiveness will be measured via educational partner feedback, internet subsidy requests, and the dashboard local indicator of implementation of state academic standards.
4.3	**Action:** ELD Services **Need:** Although 43.8% of English learners made academic progress were reclassified in the 22-23 school year, the percent of English learners who reclassified was 25%, and English learners are lagging behind the rest of the school in pass rates in ELA and math as well as in growth in local assessments in both reading and math. **Scope:** Limited to Unduplicated Student Group(s)	The ELD Coordinator will review EL student data and place students in courses, as well as additional support needed based on ELPAC and STAR360 scores. All English Learners will be placed in a designated ELD course determined by their English proficiency level and LTEL status. Students will also receive targeted supports according to their needs.	Progress will be monitored via course pass rates and Star 360 data for English learners. Effectiveness will be measured by EL proficiency and reclassification rates, in addition to ELPAC and CAASPP data.

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

N/A

Additional Concentration Grant Funding

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

N/A - LEA doesn't receive additional concentration funds.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,861,882	423,558	14.800%	2.506%	17.306%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$437,651.00	$28,624.00	$0.00	$508,724.00	$974,999.00	$891,051.00	$83,948.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$2,869.00	$20,586.00	$2,949.00			$20,506.00	$23,455.00	
1	1.2	Instructional Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$24,705.00	$0.00	$24,705.00				$24,705.00	
1	1.3	Math/ELA Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$182,039.00	$816.00	$816.00			$182,039.00	$182,855.00	
1	1.4	Instructional Support	All	No			All Schools	26-27	$0.00	$28,134.00		$3,113.00		$25,021.00	$28,134.00	
1	1.5	College/Career Readiness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$1,020.00	$0.00	$1,020.00				$1,020.00	
1	1.6	Summer School	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$8,544.00	$0.00	$8,544.00				$8,544.00	
2	2.1	Language Support (EL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$0.00	$1,531.00	$1,531.00				$1,531.00	
2	2.2	Engagement (family and climate)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$46,730.00	$444.00	$47,174.00				$47,174.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$19,925.00	$1,193.00	$21,118.00				$21,118.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s	Low Income	All Schools	26-27	$0.00	$22,515.00	$22,515.00				$22,515.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
3	3.2	High-Quality Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$96,543.00	$0.00	$96,543.00				$96,543.00	
3	3.3	Equity, Access, & Accountability	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$21,977.00	$6,721.00	$20,754.00			$7,944.00	$28,698.00	
3	3.4	MKV/FY	MKV/FY	No			All Schools	26-27	$0.00	$863.00				$863.00	$863.00	
4	4.1	RAISE Team	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$167,921.00	$0.00	$83,039.00			$84,882.00	$167,921.00	
4	4.2	Academic Data Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$14,665.00	$0.00	$14,665.00				$14,665.00	
4	4.3	ELD Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$62,255.00	$1,145.00	$63,400.00				$63,400.00	
4	4.4	Guidance Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	26-27	$241,858.00	$0.00	$28,878.00	$25,511.00		$187,469.00	$241,858.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,861,882	423,558	14.800%	2.506%	17.306%	$437,651.00	0.000%	15.292 %	**Total:**	$437,651.00
								LEA-wide Total:	$350,205.00
								Limited Total:	$87,446.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$2,949.00	
1	**1.2**	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$24,705.00	
1	**1.3**	Math/ELA Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$816.00	
1	**1.5**	College/Career Readiness	Yes	LEA-wide	English Learners Low Income	All Schools	$1,020.00	
1	**1.6**	Summer School	Yes	LEA-wide	English Learners Low Income	All Schools	$8,544.00	
2	**2.1**	Language Support (EL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,531.00	
2	**2.2**	Engagement (family and climate)	Yes	LEA-wide	English Learners Low Income	All Schools	$47,174.00	
2	**2.3**	Social Emotional Learning, Prevention, and Intervention	Yes	LEA-wide	English Learners Low Income	All Schools	$21,118.00	
3	**3.1**	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$22,515.00	

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	$96,543.00	
3	3.3	Equity, Access, & Accountability	Yes	LEA-wide	English Learners Low Income	All Schools	$20,754.00	
4	4.1	RAISE Team	Yes	LEA-wide	English Learners Low Income	All Schools	$83,039.00	
4	4.2	Academic Data Coordinator	Yes	LEA-wide	English Learners Low Income	All Schools	$14,665.00	
4	4.3	ELD Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$63,400.00	
4	4.4	Guidance Program	Yes	LEA-wide	English Learners Low Income	All Schools	$28,878.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$942,398.00	$970,550.00

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	Yes	$22,542.00	$10,584
1	**1.2**	Instructional Coaching	Yes	$53,913.00	$44,617
1	**1.3**	Math/ELA Intervention	Yes	$116,799.00	$134,164
1	**1.4**	College/Career Readiness	No Yes	$24,885.00	$38,250
1	**1.5**	Instructional Support	Yes	$3,939.00	$3,558
1	**1.6**	Summer School	Yes	$4,138.00	$10,121
2	**2.1**	Language Support (EL)	Yes	$2,449.00	$3,297
2	**2.2**	Engagement (family and climate)	Yes	$55,621.00	$49,751
2	**2.3**	Social Emotional Learning, Prevention, and Intervention	Yes	$130,213.00	$21,170
3	**3.1**	Student ISP	Yes	$25,583.00	$12,837

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	$182,893.00	$162,708
3	**3.3**	Equity, Access, & Accountability	Yes	$25,146.00	$26,513
3	**3.4**	MKV/FY	No	$1,041.00	$1,233
3	**3.5**	New Teacher Induction		$877	$3,843
3	**3.6**	New Staff Training		$0	$11
4	**4.1**	RAISE Team	Yes	$126,949.00	$141,763
4	**4.2**	Academic Data Coordinator	Yes	$13,687.00	$12,364
4	**4.3**	ELD Services	Yes	$72,303.00	$65,940
4	**4.4**	Guidance Program	Yes	$79,420.00	$227,826

2025-26 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)
$350,520	$515,315.00	$455,911.00	$59,404.00	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	$426.00	$292		
1	1.2	Instructional Coaching	Yes	$25,946.00	$23,642		
1	1.3	Math/ELA Intervention	Yes	$1,518.00	$794		
1	1.4	College/Career Readiness	Yes	$3,939.00	$319		
1	1.5	Instructional Support	Yes		$3,558		
1	1.6	Summer School	Yes	$4,138.00	$3,738		
2	2.1	Language Support (EL)	Yes	$2,449.00	$3,297		
2	2.2	Engagement (family and climate)	Yes	$39,499.00	$35,759		
2	2.3	Social Emotional Learning, Prevention, and Intervention	Yes	$18,242.00	$16,479		
3	3.1	Student ISP	Yes	$25,583.00	$12,837		
3	3.2	High-Quality Teachers	Yes	$182,893.00	$162,708		
3	3.3	Equity, Access, & Accountability	Yes	$20,272.00	$18,559		
4	4.1	RAISE Team	Yes	$74,660.00	$68,188		

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	**4.2**	Academic Data Coordinator	Yes	$13,687.00	$12,364		
4	**4.3**	ELD Services	Yes	$72,303.00	$65,940		
4	**4.4**	Guidance Program	Yes	$29,760.00	$27,437		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,420,383	$350,520	6.86%	21.342%	$455,911.00	0.000%	18.836%	$60,647.27	2.506%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #02

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the application for federal categorical funds through the Consolidated Application, 2026-27 Application for Funding.

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

The LEA is applying for funds from the following programs:

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

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

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

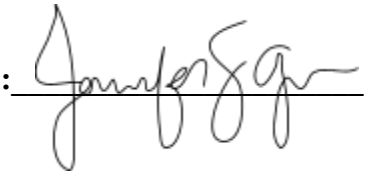
RECOMMENDATIONS: It is recommended the Governing Board approve the Consolidated Application, Application for Funding.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

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

Consolidated Application Certification Statement

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

Authorized Representative's Full Name	Kimberly Odom
Authorized Representative's Signature	
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	05/18/2026

*****Warning*****

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

2026–27 Protected Prayer Certification

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

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Kimberly Odom
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	05/18/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

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

Initial Application

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

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

Returning Application

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

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/25/2025
Authorized Representative's Full Name	Krista Mount
Authorized Representative's Title	Director of Categorical Programs

*****Warning*****

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

2026–27 Application for Funding

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

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

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

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

*****Warning*****
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APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #03

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Fiscal Year 2026-27 Adopted Budget

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego approve the "Adopted Budget."

BACKGROUND:
This report has been prepared using Fiscal Crisis and Management Assistance Team's (FCMAT's) Local Control Funding Formula (LCFF) calculator, which is based on the Governor's 2026-27 May Revision.

The preliminary budget for the 2026-27 fiscal year is based on an estimated P2 ADA of 215 students, which is expected to generate $4,184,983 in funding. The current budget anticipates a deficit of $589,164, which K12 Inc. has agreed, under the terms of the Educational, Products, and Services Agreement, to issue invoice credits, to be applied to K12 Invoices, so that Insight at San Diego's revenues meet all expenses with no deficit. As a result, the audited financials for the year will show a balanced budget.

BUDGET IMPLICATIONS:
The forecasted revenue is $4,184,983. The school will experience a balanced budget for the 2026-27 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Adopted Budget for the 2026-27 school year on behalf of Insight at San Diego

2. Authorize the Head of School to make budget adjustments periodically to include unanticipated income or unexpected costs that may arise.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

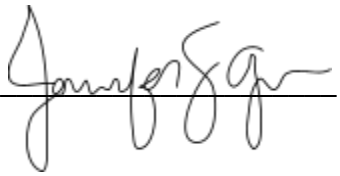
PREPARED BY:

Kimberly Odom	Francis “Paco” Burke
Head of School	Chief Business Official

PRESENTED BY:

Kimberly Odom	Francis “Paco” Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

Insight at San Diego

Board Presentation

Fiscal Year 2026-27

Preliminary Budget

Insight Schools of California
COUGARS
BE THE REASON

Insight at San Diego

Summary of Changes from Fiscal Year 2025-26 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	199	25	13.4% increase compared to Fiscal Year 2025-26 Estimated Actuals
LCFF Revenue	$ 3,285,440	$ 514,537	Increase primarily due to increase in estimated P2 ADA
Restricted Revenue	$ 896,201	$ (111,372)	Decrease primarily due to decrease in State Sped Funding as a result of $150K FY26 income re-allocation from CAVA SD, pending board approval. Also due to decrease in planned Title spending, partially offset by an enrollment driven increase in SpEd funding and CSI spending
Expenses	$ 4,184,983	$ 399,012	Primarily due to estimated increases in certificated and classified salary and hourly schedules, annual increase in employer portion of medical benefits, and annualization certificated and classified position hiring placeholders unable to fill in FY26. Also due to an enrollment driven increase in student materials and services, all of which partially offset by an increase in estimated FY27 K12 invoice credits

Fiscal Year 2026-27 Preliminary Budget Highlights

	SB740	62.19%	Certificated salaries and benefits, as a percent of revenue, is 22.2% higher than required
		97.21%	Instruction and instruction-related services, as a percent of revenue, is 17.2% higher than required
	K12 Invoice Credits	$ (589,164)	Amount of credits issued by K12 for Fiscal Year 2026-27, which guarantee the school does not end the year with a deficit

Insight at San Diego

Fiscal Year 2026-27

Preliminary Budget Comparison

Description	Object Code	2025-26 Adopted Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2025-26 Estimated Actuals	2026-27 Preliminary Budget	vs. Estimated Actuals Increase (Decrease) $ Difference	vs. Estimated Actuals Increase (Decrease) % Change	
P2 ADA		291	199	206	190	215	25	13.36%	a
A. REVENUES									
1. LCFF/Revenue Limit Sources	8010-8099	$ 4,225,596	$ 2,895,828	$ 3,005,428	$ 2,770,903	$ 3,285,440	$ 514,537	18.57%	b
2. Federal Revenues	8100-8299	367,112	342,667	481,174	496,478	545,176	48,697	9.81%	c
3. Other State Revenues	8300-8599	436,641	376,416	388,787	511,096	351,026	(160,070)	-31.32%	d
4. Other Local Revenues	8600-8799	13,989	11,862	11,791	7,494	3,342	(4,152)	-55.41%	e
5. TOTAL REVENUES		**$ 5,043,337**	**$ 3,626,773**	**$ 3,887,179**	**$ 3,785,971**	**$ 4,184,983**	**$ 399,012**	**10.54%**	
B. EXPENDITURES									
1. Certficated Salaries	1000-1999	$ 2,150,333	$ 1,638,756	$ 1,713,016	$ 1,651,900	$ 1,705,635	$ 53,735	3.25%	f
2. Non-certificated Salaries	2000-2999	269,456	194,207	183,358	162,275	226,080	63,804	39.32%	g
3. Employee Benefits	3000-3999	809,074	650,723	660,005	630,125	675,828	45,703	7.25%	h
4. Books and Supplies	4000-4999	778,513	441,230	571,888	514,099	599,155	85,056	16.54%	i
5. Services and Other Operating Expenditures	5000-5999	1,026,522	695,102	753,023	822,736	969,887	147,151	17.89%	j
6. Capital Outlay	6000-6999	9,439	6,755	5,889	4,834	8,399	3,564	73.72%	k
7. Other Outgo	7100-7499	-	-	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 5,043,337**	**$ 3,626,773**	**$ 3,887,179**	**$ 3,785,971**	**$ 4,184,983**	**$ 399,012**	**10.54%**	
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 13.4% increase compared to Fiscal Year 2025-26 Estimated Actuals
- b Increase primarily due to increase in estimated P2 ADA
- c Primarily due to increase in estimated CSI spending, partially offset by a decrease in estimated Title spending
- d Primarily due to removal of FY26 re-allocation of $150K of CAVA San Diego's State SpEd funding
- e Estimated decrease in interest income
- f Primarily due to estimated increases in certificated salary schedule, and annualization of hiring certificated and classified positions unable to fill in FY26
- g Primarily due to estimated increases in classified hourly schedule, and annualization of hiring certificated and classified positions unable to fill in FY26
- h Primarily due to an increase in employer portion of health benefits compared to FY26 Estimated Actuals
- i Primarily due to an enrollment driven increase in student materials and services
- j Primarily due to an increase in estimated SpEd contracted services expenditures, K12 support services and technology fees, partially offset by an increase in FY27 K12 invoice credits
- k Due to estimated increase in asset purchases - employee computers and technology

Insight at San Diego

Fiscal Year 2026-27 Preliminary Budget

Senate Bill 740 Instructional Cost			
Certificated Salaries and Benefits	**Object Code**		**Total**
Certificated Teacher Salaries	1100	$	1,564,897
Cert. Supervisors' and Admin. Salaries	1300	$	112,933
Additional Certificated Personnel Pay	1900	$	27,805
Certificated Employee Benefits	3000-3999	$	581,763
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	313,032
Certificated Staff Cost		**$**	**2,600,430**
Non-Certificated Support Salaries	2200	$	226,080
Non-Certificated Employee Benefits	3000-3999	$	94,065
Approved Textbooks and Core Curricula Materials	4100	$	544,186
Materials and Supplies	4300	$	46,164
Non-Capitalized Equipment (Teacher Computers)	4400	$	8,805
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	34,781
Travel and Conferences	5200	$	26,885
Inst. Computers/Printers/Leasing	5600	$	196,051
Contract - Student Instructional Technology (7%)	5800	$	222,595
Other Instructional and Operating Expenditures	5800	$	2,584
ISP Services/Telephone	5900	$	62,531
Instruction & Instruction-Related Costs		**$**	**1,464,728**
Total Instructional Cost		**$**	**4,065,158**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 2,600,430	$ 4,181,641	62.19%
B. Total Instructional Costs	$ 4,065,158	$ 4,181,641	97.21%
C. PTR (Pupil-Teacher Ratio)	**10.99**	**: 1**	

Note:

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

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

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2026-27 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 543,647	$ (543,647)	$ -
Technology Fees (7%)	$ 268,111	$ (45,517)	$ 222,595
OLS - Curriculum & Development	$ 482,103	$ -	$ 482,103
Instruction Materials	$ 41,888	$ -	$ 41,888
Inst. Computers/Printers/Leasing	$ 188,908	$ -	$ 188,908
Total Net K12, Inc.-Related Expenditures	**$ 1,524,658**	**$ (589,164)**	**$ 935,494**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 ADOPTED BUDGET

Charter School Name:	**Insight @ San Diego**
(continued)	
CDS #:	**37684030125401**
Charter Approving Entity:	**Spencer Valley Elementary School**
County:	**San Diego**
Charter #:	**1371**
Fiscal Year:	**2026-27**

To the entity that approved the charter school:

(___) 2026-27 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: June 22, 2026
Charter School Official
(Original signature required)

Print Name: Kimberly Odom Title: Head of School

To the County Superintendent of Schools:

(___) 2026-27 CHARTER SCHOOL ADOPTED BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

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

Print Name: _____ Title: _____

For additional information on the Adopted Budget, please contact:

For Approving Entity:	For Charter School:
Kelly Baas	Francis "Paco" Burke
Name	Name
Superintendent	Chief Business Official
Title	Title
760-765-0336	805.232.4142
Phone	Phone
kelly@svesd.net	fburke@caliva.org
E-mail	E-mail

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

_____ _____
County Representative Date

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 ADOPTED BUDGET - SUMMARY

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2026-27

Description	Object Code	2025-26 Estimated Actuals (X)	2026-27 Adopted Budget (Z)	Estimated Actuals vs. Adopted Budget Increase (Decrease) $ Difference (Z) vs. (X)	Estimated Actuals vs. Adopted Budget Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	2,770,903	3,285,440	514,537	18.57%
2. Federal Revenues	8100-8299	496,478	545,176	48,697	9.81%
3. Other State Revenues	8300-8599	511,096	351,026	-160,070	-31.32%
4. Other Local Revenues	8600-8799	7,494	3,342	-4,152	-55.41%
5. TOTAL REVENUES		3,785,971	4,184,983	399,012	10.54%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	1,651,900	1,705,635	53,735	3.25%
2. Non-certificated Salaries	2000-2999	162,275	226,080	63,804	39.32%
3. Employee Benefits	3000-3999	630,125	675,828	45,703	7.25%
4. Books and Supplies	4000-4999	514,099	599,155	85,056	16.54%
5. Services and Other Operating Expenditures	5000-5999	822,736	969,887	147,151	17.89%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	4,834	8,399	3,564	73.72%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		3,785,971	4,184,983	399,012	10.54%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0	0	0	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	105,950	99,390	-6,560	-6.19%
b. Adjustments to Beginning Balance	9793, 9795	-6,560	0	6,560	(100%)
c. Adjusted Beginning Balance		99,390	99,390		
2. Ending Fund Balance, June 30 (E + F.1.c.)		99,390	99,390		
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	99,390	99,390	-	0%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 Adopted Budget Report - Detail

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2025-26 Estimated Actuals			2026-27 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	2,171,186	-	2,171,186	2,588,423	-	2,588,423
Education Protection Account State Aid - Current Year	8012	585,735	-	585,735	683,035	-	683,035
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-	-
Tax Relief Subventions	8020-8039	-	-	-	-	-	-
County and District Taxes	8040-8079	-	-	-	-	-	-
Miscellaneous Funds	8080-8089	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:							
PERS Reduction Transfer	8092	-	-	-	-	-	-
Charter Schools Funding in lieu of Property Taxes	8096	13,982	-	13,982	13,982	-	13,982
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		2,770,903	-	2,770,903	3,285,440	-	3,285,440
2. Federal Revenues							
No Child Left Behind	8290	-	45,199	45,199	-	29,443	29,443
Special Education - Federal	8181, 8182	-	28,026	28,026	-	30,815	30,815
Child Nutrition - Federal	8220	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	423,253	423,253	-	484,917	484,917
Total, Federal Revenues		-	496,478	496,478	-	545,176	545,176
3. Other State Revenues							
Special Education - State	StateRevSE	-	340,326	340,326	-	215,747	215,747
All Other State Revenues	StateRevAO	65,432	105,337	170,769	55,629	79,650	135,279
Total, Other State Revenues		65,432	445,664	511,096	55,629	295,397	351,026
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	7,494	-	7,494	3,342	-	3,342
Total, Local Revenues		7,494	-	7,494	3,342	-	3,342
5. TOTAL REVENUES		2,843,829	942,142	3,785,971	3,344,411	840,573	4,184,983
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	996,807	521,026	1,517,832	1,116,581	448,316	1,564,897
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	60,721	45,541	106,263	56,466	56,466	112,933
Other Certificated Salaries	1900	20,886	6,919	27,805	22,221	5,585	27,805
Total, Certificated Salaries		1,078,414	573,486	1,651,900	1,195,268	510,367	1,705,635
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-
Non-certificated Support Salaries	2200	105,939	56,337	162,275	143,001	83,079	226,080
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-
Total, Non-certificated Salaries		105,939	56,337	162,275	143,001	83,079	226,080
3. Employee Benefits							
STRS	3101-3102	216,874	84,256	301,129	228,296	97,480	325,776
PERS	3201-3202	25,459	14,791	40,250	37,752	21,933	59,685
OASDI / Medicare / Alternative	3301-3302	27,710	11,177	38,887	29,720	11,988	41,707
Health and Welfare Benefits	3401-3402	162,685	74,224	236,909	167,836	66,934	234,770
Unemployment Insurance	3501-3502	-	-	-	-	-	-
Workers' Compensation Insurance	3601-3602	9,324	3,626	12,950	10,000	3,889	13,890
OPEB, Allocated	3701-3702	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-
Total, Employee Benefits		442,052	188,073	630,125	473,604	202,224	675,828
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	438,128	23,953	462,081	515,977	28,209	544,186
Books and Other Reference Materials	4200	-	-	-	-	-	-
Materials and Supplies	4300	52,018	-	52,018	46,164	-	46,164
Noncapitalized Equipment	4400	-	-	-	8,805	-	8,805
Food	4700	-	-	-	-	-	-
Total, Books and Supplies		490,146	23,953	514,099	570,946	28,209	599,155

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 Adopted Budget Report - Detail

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2025-26 Estimated Actuals			2026-27 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	78	176,461	176,539	153	347,660	347,814
Travel and Conferences	5200	37,347	29,656	67,003	14,986	11,900	26,885
Dues and Memberships	5300	4,953	6,619	11,572	3,411	4,559	7,970
Insurance	5400	17,454	-	17,454	20,924	-	20,924
Operations and Housekeeping Services	5500	981	-	981	802	-	802
Rentals, Leases, Repairs, and Noncap. Improvements	5600	174,794	-	174,794	196,051	-	196,051
Transfers of Direct Costs	5700	-	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	330,023	825	330,848	306,145	766	306,910
Communications	5900	42,597	948	43,545	61,170	1,361	62,531
Total, Services and Other Operating Expenditures		608,226	214,510	822,736	603,641	366,246	969,887
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*	4,834	-	4,834	8,399	-	8,399
Total, Capital Outlay		4,834	-	4,834	8,399	-	8,399
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-
All Other Transfers	7281-7299			-			-
Debt Service:							
Interest	7438			-			-
Principal (for modified accrual basis only)	7439			-			-
Total, Other Outgo		-	-	-	-	-	-
8. TOTAL EXPENDITURES		2,729,611	1,056,360	3,785,971	2,994,858	1,190,125	4,184,983
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		114,218	(114,218)	(0)	349,552	(349,552)	0
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(114,218)	114,218	-	(349,552)	349,552	-
4. TOTAL OTHER FINANCING SOURCES / USES		(114,218)	114,218	-	(349,552)	349,552	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(0)	-	(0)	0	-	0
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	105,950	-	105,950	99,390	-	99,390
b. Adjustments to Beginning Balance	9793, 9795	(6,560)	-	(6,560)	-	-	-
c. Adjusted Beginning Balance		99,390	-	99,390	99,390	-	99,390
2. Ending Fund Balance, June 30 (E + F.1.c.)		99,390	-	99,390	99,390	-	99,390
Components of Ending Fund Balance :							
a. Nonspendable							
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-
b Restricted	9740	-	-	-	-	-	-
c. Committed							
Stabilization Arrangements	9750	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-
d. Assigned							
Other Assignments	9780	-	-	-	-	-	-
e Unassigned/Unappropriated							
Reserve for Economic Uncertainities	9789	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	99,390	-	99,390	99,390	-	99,390

Insight at San Diego

Fiscal Year 2026-27 Preliminary Budget

Multi-Year Projection Assumptions			
Factor	**FY 2026-27 (Y1)**	**FY 2027-28 (Y2)**	**FY 2028-29 (Y3)**
Estimated Enrollment	234	236	239
Estimated # Unduplicated Pupils	176	178	179
Estimated P2 ADA	215	217	220
LCFF Entitlement per ADA	$ 15,263	15,797	16,286
Average Daily Attendance Growth Rate [1]	13.4%	1.0%	1.0%
Net State SpEd Funding Rate per ADA	$ 918	$ 927	$ 936
State Mental Health Funding Rate per ADA	$ 85	$ 86	$ 86
Estimated Special Education Growth Rate	13.4%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.08%	2.75%	2.68%
Statutory Cost-of-Living Allowance (COLA)	4.31%	3.30%	3.09%
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]	4.60%	3.50%	3.09%
Estimated Certificated FTEs	20.1	20.3	20.5
% Increase (Decrease) Certificated FTEs	9.81%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	-5.97%	2.90%	2.82%
Salaries (Min Wage Schedule)	2.96%	2.87%	2.79%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	3.8	3.8	3.8
% Increase (Decrease) Classified FTEs	10.00%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	26.65%	2.75%	2.68%
CalPERS Employer Rate (statutory)	26.40%	26.90%	26.10%
Other State Revenues: Lottery	$ 61,608	$ 63,303	$ 64,999
Other State Revenues: Mandated Block Grant	$ 12,831	$ 13,255	$ 13,664
Other State Revenues: Student Support PD Block Grant	$ 32,547	$ 33,621	$ 34,660
Other State Revenues: Arts, Music, Instr Materials Block Grant	$ -	$ -	$ -
Other State Revenues: Educator Effectiveness	$ -	$ -	$ -
Other State Revenues: Learning Recovery Emergency Block Grant	$ 28,292	$ 29,226	$ 30,129
Other State Revenues: Literacy Screening PD	$ -	$ -	$ -
Other Federal Revenues: ESSA CSI	$ 484,917	$ -	$ -

[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
2026-27 Adopted Budget

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,588,423	0	2,588,423	2,707,940	2,820,263
Education Protection Account State Aid - Current Year	8012	683,035	0	683,035	712,631	741,998
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	13,982	0	13,982	13,982	13,982
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		3,285,440	0	3,285,440	3,434,553	3,576,243
2. Federal Revenues						
No Child Left Behind	8290	0	29,443	29,443	30,253	31,064
Special Education - Federal	8181, 8182	0	30,815	30,815	31,123	31,434
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	484,917	484,917	0	0
Total, Federal Revenues		0	545,176	545,176	61,376	62,498
3. Other State Revenues						
Special Education - State	StateRevSE	0	215,747	215,747	217,905	220,084
All Other State Revenues	StateRevAO	55,629	79,650	135,279	139,404	143,452
Total, Other State Revenues		55,629	295,397	351,026	357,309	363,536
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	3,342	0	3,342	0	0
Total, Local Revenues		3,342	0	3,342	0	0
5. TOTAL REVENUES		3,344,411	840,573	4,184,983	3,853,238	4,002,277
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,116,581	448,316	1,564,897	1,627,265	1,690,771
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	56,466	56,466	112,933	116,039	119,148
Other Certificated Salaries	1900	22,221	5,585	27,805	28,570	29,336
Total, Certificated Salaries		1,195,268	510,367	1,705,635	1,771,874	1,839,255
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	143,001	83,079	226,080	232,297	238,522
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		143,001	83,079	226,080	232,297	238,522
3. Employee Benefits						
STRS	3101-3102	228,296	97,480	325,776	338,428	351,298
PERS	3201-3202	37,752	21,933	59,685	62,488	62,254
OASDI / Medicare / Alternative	3301-3302	29,720	11,988	41,707	44,793	46,968
Health and Welfare Benefits	3401-3402	167,836	66,934	234,770	265,197	284,916
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	10,000	3,889	13,890	14,917	15,642
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		473,604	202,224	675,828	725,822	761,078

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2026-27 Adopted Budget

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	515,977	28,209	544,186	295,668	312,757
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	46,164	0	46,164	47,433	48,704
Noncapitalized Equipment	4400	8,805	0	8,805	9,048	9,290
Food	4700	0	0	0	0	0
Total, Books and Supplies		570,946	28,209	599,155	352,149	370,751
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	153	347,660	347,814	357,378	366,956
Travel and Conferences	5200	14,986	11,900	26,885	27,625	28,365
Dues and Memberships	5300	3,411	4,559	7,970	2,842	2,918
Insurance	5400	20,924	0	20,924	21,499	22,075
Operations and Housekeeping Services	5500	802	0	802	824	846
Rentals, Leases, Repairs, and Noncap. Improvements	5600	196,051	0	196,051	202,482	208,708
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	306,145	766	306,910	85,566	87,969
Communications	5900	61,170	1,361	62,531	64,251	65,973
Total, Services and Other Operating Expenditures		603,641	366,246	969,887	762,466.51	783,810.07
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*	8,399	0	8,399	8,629	8,861
Total, Capital Outlay		8,399	0	8,399	8,629	8,861
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		2,994,858	1,190,125	4,184,983	3,853,238	4,002,277
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		349,552	(349,552)	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	(349,552)	349,552	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(349,552)	349,552	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	(0)	0

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2026-27 Adopted Budget

Charter School Name: Insight @ San Diego
(continued)
CDS #: 37684030125401
Charter Approving Entity: Spencer Valley Elementary School
County: San Diego
Charter #: 1371
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	99,390	0	99,390	99,390	99,390
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		99,390	0	99,390	99,390	99,390
2. Ending Fund Balance, June 30 (E + F.1.c.)		99,390	0	99,390	99,390	99,390
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	99,390	0	99,390	99,390	99,390

Insight at San Diego
Fiscal Year 2026-27
Preliminary Budget
FY 2026-27 (Y1) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accruals	Total
A. BEGINNING CASH	9110	**480,512**	**444,658**	**309,821**	**346,380**	**417,404**	**317,669**	**354,229**	**425,253**	**325,518**	**362,077**	**433,101**	**333,366**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,398	0	13,982
Net State Aid	8011	0	232,958	232,958	232,958	232,958	232,958	232,958	232,958	232,958	232,958	232,958	258,842	0	2,588,423
EPA	8012	170,759	0	0	170,759	0	0	170,759	0	0	170,759	0	0	0	683,035
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	0	136,294	0	0	136,294	0	0	136,294	0	0	136,294	0	545,176
Other State Revenues	8300-8599	0	0	35,103	35,103	35,103	35,103	35,103	35,103	35,103	35,103	35,103	35,103	0	351,026
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	3,342	0	3,342
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		**170,759**	**234,216**	**405,613**	**440,078**	**269,319**	**405,613**	**440,078**	**269,319**	**405,613**	**440,078**	**269,319**	**434,979**	**0**	**4,184,983**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	162,441	162,441	162,441	162,441	162,441	162,441	162,441	162,441	162,441	162,441	81,221	0	1,705,635
Classified Salaries	2000-2999	18,840	18,840	18,840	18,840	18,840	18,840	18,840	18,840	18,840	18,840	18,840	18,840	0	226,080
Employee Benefits	3000-3999	56,319	56,319	56,319	56,319	56,319	56,319	56,319	56,319	56,319	56,319	56,319	56,319	0	675,828
Supplies and Services	4000-5999	130,753	130,753	130,753	130,753	130,753	130,753	130,753	130,753	130,753	130,753	130,753	130,753	0	1,569,042
Capital Outlays	6000-6599	700	700	700	700	700	700	700	700	700	700	700	700	0	8,399
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		**206,612**	**369,054**	**369,054**	**369,054**	**369,054**	**369,054**	**369,054**	**369,054**	**369,054**	**369,054**	**369,054**	**287,833**	**0**	**4,184,983**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**(35,854)**	**(134,837)**	**36,559**	**71,024**	**(99,735)**	**36,559**	**71,024**	**(99,735)**	**36,559**	**71,024**	**(99,735)**	**147,146**	**0**	**0**
F. ENDING CASH (A + E)		**444,658**	**309,821**	**346,380**	**417,404**	**317,669**	**354,229**	**425,253**	**325,518**	**362,077**	**433,101**	**333,366**	**480,512**		
G. ENDING CASH, PLUS ACCRUALS															**480,512**

Insight at San Diego
Fiscal Year 2026-27
Preliminary Budget
FY 2027-28 (Y2) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Accruals	Total
A. BEGINNING CASH	9110	**480,512**	**503,088**	**439,074**	**395,446**	**494,245**	**430,231**	**386,603**	**485,403**	**421,388**	**377,760**	**476,560**	**412,545**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,258	1,398	0	13,982
Net State Aid	8011	0	243,715	243,715	243,715	243,715	243,715	243,715	243,715	243,715	243,715	243,715	270,794	0	2,707,940
EPA	8012	178,158	0	0	178,158	0	0	178,158	0	0	178,158	0	0	0	712,631
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	15,344	0	0	15,344	0	0	15,344	0	0	15,344	0	0	61,376
Other State Revenues	8300-8599	17,865	17,865	53,596	17,865	17,865	53,596	17,865	17,865	53,596	17,865	17,865	53,596	0	357,309
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		**196,023**	**278,182**	**298,569**	**440,996**	**278,182**	**298,569**	**440,996**	**278,182**	**298,569**	**440,996**	**278,182**	**325,788**	**0**	**3,853,238**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	168,750	168,750	168,750	168,750	168,750	168,750	168,750	168,750	168,750	168,750	84,375	0	1,771,874
Classified Salaries	2000-2999	19,358	19,358	19,358	19,358	19,358	19,358	19,358	19,358	19,358	19,358	19,358	19,358	0	232,297
Employee Benefits	3000-3999	60,485	60,485	60,485	60,485	60,485	60,485	60,485	60,485	60,485	60,485	60,485	60,485	0	725,822
Supplies and Services	4000-5999	92,885	92,885	92,885	92,885	92,885	92,885	92,885	92,885	92,885	92,885	92,885	92,885	0	1,114,615
Capital Outlays	6000-6599	719	719	719	719	719	719	719	719	719	719	719	719	0	8,629
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		**173,447**	**342,197**	**342,197**	**342,197**	**342,197**	**342,197**	**342,197**	**342,197**	**342,197**	**342,197**	**342,197**	**257,822**	**0**	**3,853,238**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**22,576**	**(64,014)**	**(43,628)**	**98,799**	**(64,014)**	**(43,628)**	**98,799**	**(64,014)**	**(43,628)**	**98,799**	**(64,014)**	**67,967**	**0**	**(0)**
F. ENDING CASH (A + E)		**503,088**	**439,074**	**395,446**	**494,245**	**430,231**	**386,603**	**485,403**	**421,388**	**377,760**	**476,560**	**412,545**	**480,512**		
G. ENDING CASH, PLUS ACCRUALS															**480,512**

Certificated Salary Schedule 26-27 SY

Years of Service	Single Subject BA	Single Subject MA	Special Education BA	Special Education MA	School Psychologist	Admin Level 1	Admin Level 2	Guidance Counselor	Admin Level 3	Admin Level 4	Admin Level 5	Admin Level 6
1	$ 62,341	$ 64,367	$ 69,517	$ 71,776	$ 103,174	$ 68,695	$ 73,340	$ 73,441	$ 77,481	$ 81,355	$ 88,493	$ 120,351
2	$ 63,899	$ 65,976	$ 71,255	$ 73,571	$ 105,753	$ 70,412	$ 75,173	$ 75,277	$ 79,417	$ 83,388	$ 90,705	$ 123,359
3	$ 65,497	$ 67,625	$ 73,036	$ 75,410	$ 108,398	$ 72,173	$ 77,053	$ 77,159	$ 81,403	$ 85,473	$ 92,973	$ 126,444
4	$ 67,134	$ 69,317	$ 74,862	$ 77,295	$ 111,108	$ 73,977	$ 78,979	$ 79,088	$ 83,438	$ 87,610	$ 95,298	$ 129,605
5	$ 70,490	$ 72,782	$ 78,605	$ 81,160	$ 116,662	$ 77,676	$ 82,928	$ 83,042	$ 87,609	$ 91,990	$ 100,062	$ 136,084
6	$ 72,253	$ 74,602	$ 80,570	$ 83,189	$ 119,580	$ 79,618	$ 85,001	$ 85,119	$ 89,800	$ 94,290	$ 102,564	$ 139,487
7	$ 74,060	$ 76,466	$ 82,584	$ 85,268	$ 122,570	$ 81,609	$ 87,127	$ 87,247	$ 92,046	$ 96,648	$ 105,129	$ 142,975
8	$ 75,911	$ 78,378	$ 84,649	$ 87,400	$ 125,634	$ 83,649	$ 89,305	$ 89,428	$ 94,347	$ 99,064	$ 107,757	$ 146,550
9	$ 77,809	$ 80,338	$ 86,765	$ 89,585	$ 128,775	$ 85,740	$ 91,538	$ 91,664	$ 96,706	$ 101,541	$ 110,451	$ 150,213
10	$ 81,700	$ 84,355	$ 91,103	$ 94,064	$ 135,214	$ 90,028	$ 96,115	$ 96,248	$ 101,541	$ 106,618	$ 115,974	$ 157,725
11	$ 83,742	$ 86,464	$ 93,381	$ 96,415	$ 138,594	$ 92,278	$ 98,517	$ 98,653	$ 104,079	$ 109,283	$ 118,873	$ 161,667
12	$ 85,835	$ 88,625	$ 95,716	$ 98,826	$ 142,059	$ 94,585	$ 100,980	$ 101,120	$ 106,681	$ 112,016	$ 121,845	$ 165,709
13	$ 87,982	$ 90,841	$ 98,109	$ 101,297	$ 145,611	$ 96,950	$ 103,505	$ 103,648	$ 109,349	$ 114,816	$ 124,891	$ 169,852
14	$ 90,181	$ 93,112	$ 100,562	$ 103,830	$ 149,251	$ 99,374	$ 106,093	$ 106,240	$ 112,083	$ 117,687	$ 128,014	$ 174,099
15	$ 94,690	$ 97,768	$ 105,589	$ 109,021	$ 156,713	$ 104,342	$ 111,397	$ 111,551	$ 117,686	$ 123,571	$ 134,414	$ 182,803
16	$ 97,057	$ 100,211	$ 108,229	$ 111,746	$ 160,630	$ 106,950	$ 114,181	$ 114,339	$ 120,628	$ 126,659	$ 137,773	$ 187,372
17	$ 99,483	$ 102,716	$ 110,935	$ 114,540	$ 164,646	$ 109,624	$ 117,036	$ 117,198	$ 123,644	$ 129,826	$ 141,218	$ 192,057
18	$ 101,970	$ 105,285	$ 113,708	$ 117,404	$ 168,762	$ 112,364	$ 119,962	$ 120,127	$ 126,734	$ 133,071	$ 144,748	$ 196,857
19	$ 104,519	$ 107,917	$ 116,551	$ 120,339	$ 172,980	$ 115,173	$ 122,960	$ 123,130	$ 129,902	$ 136,397	$ 148,366	$ 201,778
20	$ 107,132	$ 110,615	$ 119,465	$ 123,347	$ 177,305	$ 118,052	$ 126,034	$ 126,208	$ 133,150	$ 139,807	$ 152,075	$ 206,823
21	$ 109,810	$ 113,380	$ 122,451	$ 126,431	$ 181,737	$ 121,004	$ 129,185	$ 129,364	$ 136,479	$ 143,303	$ 155,877	$ 211,993
22	$ 112,555	$ 116,215	$ 125,513	$ 129,592	$ 186,281	$ 124,029	$ 132,415	$ 132,598	$ 139,891	$ 146,885	$ 159,774	$ 217,293

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Insight @ San Diego (125401) - FY27 Adopted Budget

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
General Assumptions						
COLA & Augmentation	8.22%	1.07%	2.30%	4.31%	3.30%	3.09%
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	158	231	209	234	236	239
Unduplicated Pupil Count (UPC)	110	166	157	176	178	179
Unduplicated Pupil Percentage (UPP)	68.34%	69.74%	72.41%	74.00%	75.12%	75.12%
Current Year LCFF Average Daily Attendance (ADA)	161.56	241.90	189.89	215.26	217.41	219.59
Funded LCFF ADA	161.56	241.90	189.89	215.26	217.41	219.59
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	$1,941,143	$2,937,634	$2,359,047	$2,789,339	$2,910,285	$3,030,297
Grade Span Adjustment	50,407	76,440	61,336	72,543	75,660	78,831
Adjusted Base Grant	$1,991,550	$3,014,074	$2,420,383	$2,861,882	$2,985,945	$3,109,128
Supplemental Grant	272,205	420,403	350,520	423,558	448,608	467,115
Concentration Grant	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$2,263,755	$3,434,477	$2,770,903	$3,285,440	$3,434,553	$3,576,243
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-
Total Allowance and Add-On Amounts	$-	$-	$-	$-	$-	$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$2,263,755**	**$3,434,477**	**$2,770,903**	**$3,285,440**	**$3,434,553**	**$3,576,243**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 2,263,755**	**$ 3,434,477**	**$ 2,770,903**	**$ 3,285,440**	**$ 3,434,553**	**$ 3,576,243**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 14,012	$ 14,198	$ 14,592	$ 15,263	$ 15,797	$ 16,286
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	2,263,755	3,434,477	2,770,903	3,285,440	3,434,553	3,576,243
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *12,439*	$ *17,574*	$ *13,982*	$ *13,982*	$ *13,982*	$ *13,982*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 294,516	$ 1,022,182	$ 585,735	$ 683,035	$ 712,631	$ 741,998
Net State Aid *(excludes Additional State Aid)*	$ 1,956,800	$ 2,394,721	$ 2,171,186	$ 2,588,423	$ 2,707,940	$ 2,820,263
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 2,263,755**	**$ 3,434,477**	**$ 2,770,903**	**$ 3,285,440**	**$ 3,434,553**	**$ 3,576,243**
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 1,956,800	$ 2,394,721	$ 2,171,186	$ 2,588,423	$ 2,707,940	$ 2,820,263
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 294,516	$ 1,022,182	$ 585,735	$ 683,035	$ 712,631	$ 741,998
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 883	$ 607	$ 18,222	$ -	$ -	$ -
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)	12,439	17,574	13,982	13,982	13,982	13,982
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 2,263,755	$ 3,434,477	$ 2,770,903	$ 3,285,440	$ 3,434,553	$ 3,576,243
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 2,263,755	$ 3,434,477	$ 2,770,903	$ 3,285,440	$ 3,434,553	$ 3,576,243
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 1,991,550	$ 3,014,074	$ 2,420,383	$ 2,861,882	$ 2,985,945	$ 3,109,128
Supplemental and Concentration Grant funding in the LCAP year	$ 272,205	$ 420,403	$ 350,520	$ 423,558	$ 448,608	$ 467,115
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	13.67%	13.95%	14.48%	14.80%	15.02%	15.02%

APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #04

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: The ratification of disbursements made by Insight at San Diego from January 2026 through April 2026.

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego ratify the disbursements made by the school from January 2026 through April 2026.

BACKGROUND:
On a monthly basis, Insight at San Diego has been sending the board president a payment listing of all disbursements made each month, whether by check, or electronic payment processing, on behalf of the school. The monthly listing includes each payment date, reason for payment, account coding and amount. This board report presents the disbursements from January 2026 through April 2026.

BUDGET IMPLICATIONS:
The total disbursements for the months of January, February, March, and April 2026 were $256,998, $220,091, $384,096, and $776,116 respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by Insight at San Diego from January 2026 through April 2026.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

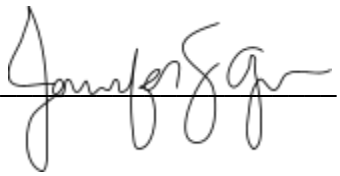
PREPARED BY:

Kimberly Odom	Dustin Kepler
Head of School	Accounts Payable Specialist

PRESENTED BY:

Kimberly Odom	Francis “Paco” Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

Insight at San Diego
Board Disbursements A/P Payment History
January 01, 2026 - January 31, 2026

Vendor	Description	Total
ADP, Inc.	Payroll Services	243,228.94
School Pathways, LLC	Annual Subscription	3,825.11
California Teachers Association	Union Dues	2,600.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	1,732.29
El Paseo Children's Center, Inc.	Special Education Contracted Services	908.32
The Stepping Stones Group LLC	Special Education Contracted Services	636.50
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	603.75
State Board of Equalization	Sales Tax	530.00
Effectual Educational Consulting Service	Special Education Services	435.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	413.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	395.89
Chase Boyle dba Snow Counseling	Special Education Contracted Services	375.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	360.00
E-Therapy Intermediate, INC	Special Education Contracted Services	250.00
Judith A. Kroeger, Inc.	Special Education Contracted Services	247.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	169.50
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	124.00
California Department of Education	CA Pre-K Prog Planning & Implementation AB130	102.00
SpeechRighter, Inc.	Special Education Contracted Services	33.75
Oxford Consulting Services	Special Education Contracted Services	27.50
Grand Total		**256,997.55**

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
January 01, 2026 - January 31, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 01.20.2026 ADP - ADP, Inc.(Insight @ San Diego)					(121,522.77)
	Bill	**01/30/2026**	ISSD_JAN'26 PYRL #1	ISSD_JAN 2026 ADP Payroll #1 (01.01.26 - 01.15.26)	
					121,522.77
	Bill Payment	**01/30/2026**	ACH 01.20.2026 ADP	ISSD_JAN 2026 ADP Payroll #1 (01.01.26 - 01.15.26)	
Bill Payment #ACH 01.12.2026 ADP - ADP, Inc.(Insight @ San Diego)			ISSD_JAN'26 ADP -		(26,541.20)
	Bill	**01/30/2026**	Benefits	ISSD_JAN 2026 ADP – Benefits (January 2026)	
	Bill Payment	**01/30/2026**	ACH 01.12.2026 ADP	ISSD_JAN 2026 ADP – Benefits (January 2026)	26,541.20
Bill Payment #ACH 01.08.2026 ADP - ADP, Inc.(Insight @ San Diego)					(95,164.97)
	Bill	**01/30/2026**	ISSD_DEC'25 PYRL #2	ISSD_DEC 2025 ADP Payroll #2 (11.16.25 - 11.30.25)	
					95,164.97
	Bill Payment	**01/30/2026**	ACH 01.08.2026 ADP	ISSD_DEC 2025 ADP Payroll #2 (12.16.25 - 12.31.25)	
					0.00
Bill Payment #3186 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(82.75)
	Bill	**01/23/2026**	INV-08233		
	Bill		INV-08240		(57.50)
	Bill Payment	**01/27/2026**	3186		140.25
Bill Payment #3178 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(166.50)
	Bill	**01/15/2026**	INV-08207		
	Bill		INV-08219		(42.50)
	Bill Payment	**01/22/2026**	3178		209.00
Bill Payment #3163 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(1,342.42)
	Bill	**01/09/2026**	INV-08179		
	Bill		INV-08189		(40.62)
	Bill Payment	**01/14/2026**	3163		1,383.04
Amount Unapplied - Bill Payment #3163 - Anchor Counseling & Education Solutions(INSIGHT@SAN					(0.00)
					(0.00)
Bill Payment #3188 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(38.63)
	Bill	**01/23/2026**	INV-01459		
	Bill Payment	**01/27/2026**	3188		38.63
Bill Payment #3180 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(90.13)
	Bill	**01/15/2026**	INV-01408		
	Bill Payment	**01/22/2026**	3180		90.13
Bill Payment #3168 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(228.50)
	Bill	**01/09/2026**	INV-01349		
	Bill		INV-01379		(38.63)
	Bill Payment	**01/14/2026**	3168		267.13
					0.00
Bill Payment #3189 - E-Therapy Intermediate, INC(Insight @ San Diego)					(62.50)
	Bill	**01/23/2026**	INV-10147		
	Bill		INV-10113		(62.50)
	Bill Payment	**01/27/2026**	3189		125.00
Bill Payment #3169 - E-Therapy Intermediate, INC(Insight @ San Diego)					(62.50)
	Bill	**01/09/2026**	INV-10060		
	Bill		INV-10070		(62.50)
	Bill Payment	**01/14/2026**	3169		125.00
					0.00
Bill Payment #3191 - The Stepping Stones Group LLC(Insight @ San Diego)					(234.50)
	Bill	**01/23/2026**	INV-01338		
	Bill Payment	**01/27/2026**	3191		234.50
Bill Payment #3185 - The Stepping Stones Group LLC(Insight @ San Diego)					(134.00)
	Bill	**01/15/2026**	INV-01321		
	Bill Payment	**01/22/2026**	3185		134.00
Bill Payment #3176 - The Stepping Stones Group LLC(Insight @ San Diego)					(201.00)
	Bill	**01/09/2026**	INV-01288		
	Bill		INV-01294		(67.00)
	Bill Payment	**01/14/2026**	3176		268.00
					0.00
Bill Payment #3192 - TheraStaffers(Insight @ San Diego)					(62.00)
	Bill	**01/23/2026**	INV-01035		
	Bill Payment	**01/27/2026**	3192		62.00
Bill Payment #3177 - TheraStaffers(Insight @ San Diego)					(62.00)
	Bill	**01/09/2026**	INV-01010		
	Bill Payment	**01/14/2026**	3177		62.00
					0.00
Bill Payment #3179 - California Teachers Association(INSIGHT@SAN DIEGO)					(2,600.00)
	Bill	**01/15/2026**	Union Dues - 122025		
	Bill Payment	**01/22/2026**	3179		2,600.00
					0.00
Bill Payment #3164 - Axis Teletherapy (Insight @ San Diego)					(118.00)
	Bill	**01/09/2026**	INV-02315		
	Bill		INV-02359		(295.00)
	Bill Payment	**01/14/2026**	3164		413.00
					0.00
Bill Payment #3187 - Chase Boyle dba Snow Counseling(Insight @ San Diego)					(187.50)
	Bill	**01/23/2026**	INV-00974		
	Bill Payment	**01/27/2026**	3187		187.50

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
January 01, 2026 - January 31, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #3167 - Chase Boyle dba Snow Counseling(Insight @ San Diego)					(187.50)
	Bill	**01/09/2026**	INV-00889		
	Bill Payment	**01/14/2026**	3167		187.50
					0.00
Bill Payment #3190 - Effectual Educational Consulting Service(INSIGHT@SAN DIEGO)					(390.00)
	Bill	**01/23/2026**	INV-12100		
	Bill		INV-12107		(45.00)
	Bill Payment	**01/27/2026**	3190		435.00
					0.00
					(56.50)
Bill Payment #3181 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	**01/15/2026**	INV-10651		
	Bill Payment	**01/22/2026**	3181		56.50
					(113.00)
Bill Payment #3172 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	**01/09/2026**	INV-10534		
	Bill Payment	**01/14/2026**	3172		113.00
					0.00
Bill Payment #3184 - SpeechRighter, Inc.(Insight @ San Diego)					(33.75)
	Bill	**01/15/2026**	INV-00455		
	Bill Payment	**01/22/2026**	3184		33.75
					0.00
Bill Payment #ACH 01.29.2026 - State Board of Equalization(INSIGHT@SAN DIEGO)			ISSD_Q2_DEC'25 Qtr		(530.00)
	Bill	**01/29/2026**	End_Use Tax	DEC 2025 Q2 End Use Tax	
	Bill Payment	**01/29/2026**	ACH 01.29.2026	DEC 2025 Q2 End Use Tax	530.00
					0.00
Bill Payment #3171 - Judith A. Kroeger, Inc.(Insight @ San Diego)					(130.00)
	Bill	**01/09/2026**	INV-00097		
	Bill		INV-00105		(117.00)
	Bill Payment	**01/14/2026**	3171		247.00
					0.00
Bill Payment #3165 - Bridge The Gap Sped, LLC(Insight @ San Diego)					(360.00)
	Bill	**01/09/2026**	INV-00336		
	Bill Payment	**01/14/2026**	3165		360.00
					0.00
Bill Payment #3166 - California Department of Education(INSIGHT@SAN DIEGO)					(102.00)
	Bill	**01/09/2026**	C-076012		
	Bill Payment	**01/14/2026**	3166		102.00
					0.00
Bill Payment #3170 - El Paseo Children's Center, Inc.(Insight @ San Diego)					(908.32)
	Bill	**01/09/2026**	INV-01452		
	Bill Payment	**01/14/2026**	3170		908.32
					0.00
Bill Payment #3173 - Oxford Consulting Services(INSIGHT@SAN DIEGO)					(27.50)
	Bill	**01/09/2026**	INV-02213		
	Bill Payment	**01/14/2026**	3173		27.50
					0.00
Bill Payment #3182 - Point Quest Pediatric Therapies, LLC(Insight @ San Diego)					(155.25)
	Bill	**01/15/2026**	INV-00320		
	Bill Payment	**01/22/2026**	3182		155.25
Bill Payment #3174 - Point Quest Pediatric Therapies, LLC(Insight @ San Diego)					(448.50)
	Bill	**01/09/2026**	INV-00312		
	Bill Payment	**01/14/2026**	3174		448.50
					0.00
Bill Payment #3183 - School Pathways, LLC(INSIGHT@SAN DIEGO)					(2,677.39)
	Bill	**01/15/2026**	INV-140-09723		
	Bill Payment	**01/22/2026**	3183		2,677.39
Bill Payment #3175 - School Pathways, LLC(INSIGHT@SAN DIEGO)					(1,147.72)
	Bill	**01/09/2026**	INV-140-09602		
	Bill Payment	**01/14/2026**	3175		1,147.72
					0.00
					0.00
				Total	**256,997.55**

Transaction Summary
Insight at San Diego

Vendor	Amount
San Diego County Office of Education	3,632.97
Law Offices of Young, Minney & Corr, LLP	845.62
Storbeck Search LLC	620.75
Pitney Bowes Bank Inc Purchase Power	563.62
AXIS Teletherapy	269.04
Effectual Educational Consulting Service	238.08
Smile From The Inside, Inc.	206.92
AppleOne Employment Services	179.34
FusionPlus Inc	151.40
Bill.com	114.84
DataBasics, Inc.	70.15
Expedited Reports	67.90
AT&T Mobility	48.96
UPS	44.93
Supreme Facility Services, Inc.	43.70
Southern California Edison	43.08
Quill Corporation	39.01
UBEO Business Services	30.65
Amazon	30.36
ISAFE Enterprises LLC	28.77
De Lage Landen Financial Services Inc.	22.84
Pitney Bowes Global Financial Services	21.20
Comm-Core	19.14
Barrington Staffing Services	13.87
Jose's Gardening Services	12.11
Verizon Wireless	10.23
Successories	9.39
Ontario Refrigeration	9.33
BlueTriton Brands, Inc	8.28
Red Robin	7.60
City of Simi Valley	6.91
WPS	5.82
Waste Management	3.72
Paper Recycling & Shredding	3.42
Certified Languages International	2.25
Integration Inc.	2.02
Nothing Bundt Cakes	1.78
Stuttering Therapy Resources, Inc.	1.71
Orkin	1.56
Zoom Video Communications, Inc.	0.16
Grand Total	**7,433.41**

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies				113.00	1.14
	Office Expense	- COS	**101 General**	LLC 617276	December (12-4)		
				LLC 618378	December (12-18)	113.00	1.14
				LLC 619688	January (1-8)	113.00	1.14
	Office Expense Total					**339.00**	**3.42**
Paper Recycling & Shredding Total						**339.00**	**3.42**
UPS		54302 Postage & Delivery Expense :				71.70	0.72
	Shipping	Messenger & Delivery	**101 General**	LLC 000073Y68E016	January (1-3)		
				LLC 000073Y68E505	December (12-13)	873.68	8.82
				LLC 000073Y68E515	December (12-20)	695.87	7.02
				LLC 000073Y68E525	December (12-27)	109.95	1.11
				LLC 000073Y68E026	January (1-10)	422.93	4.27
				LLC 000073Y68E036	January (1-17)	284.81	2.87
			280 SPED	LLC 0000V9159W016	January (1-3)	52.41	0.91
				LLC 0000V9159W505	December (12-13)	352.55	6.15
				LLC 0000V9159W515	December (12-20)	189.19	3.30
				LLC 0000V9159W525	December (12-27)	12.18	0.21
				LLC 0000V9159W026	January (1-10)	330.76	5.77
				LLC 0000V9159W036	January (1-17)	215.64	3.76
	Shipping Total					**3,611.67**	**44.93**
UPS Total						**3,611.67**	**44.93**
Waste Management	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 7291155-0283-7	January	171.31	1.73
				LLC 7291170-0283-6	January	197.01	1.99
	Operations and Housekeeping Services Total					**368.32**	**3.72**
Waste Management Total						**368.32**	**3.72**
Barrington Staffing Services		51806 Professional Svcs & Outside Labor :				1,374.34	13.87
	Outside Service	Outside Labor/Temporary Help	**280 SPED**	LLC 45230	December (12-14)		
	Outside Service Total					**1,374.34**	**13.87**
Barrington Staffing Services Total						**1,374.34**	**13.87**
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor :				3,668.00	845.62
	Legal Fees	Legal	**101 General**	LLC 20244	December		
			280 SPED	LLC 20110	January (1-5)	35,960.50	0.00
	Legal Fees Total					**39,628.50**	**845.62**
Law Offices of Young, Minney & Corr, LLP Total						**39,628.50**	**845.62**
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance				3,290.00	33.21
Supreme Facility Services, Inc.			**101 General**	LLC 4701	January		
				LLC 4685	December (12-9)	1,040.00	10.50
	Operations and Housekeeping Services Total					**4,330.00**	**43.70**
Supreme Facility Services, Inc. Total						**4,330.00**	**43.70**
		52802 Office Supplies Expense : Office Supplies				48.87	0.49
Amazon	**Office Expense**	- COS	**101 General**	112-2246701-7859448	December		
				114-8015244-4990634	December	20.55	0.21
				114-3565305-7717065	December	20.32	0.21
				114-9624663-4963416	December	67.96	0.69
				114-5569442-3324205	December	173.85	1.75
				111-6146969-5212262	December	256.23	2.59
				114-4959206-5633852	December	65.04	0.66
				114-8300674-7969061	December	106.11	1.07
				114-6949471-3717067	December	141.48	1.43
				114-0748150-0424205	December	70.74	0.71
				112-3513971-0418665	January	185.59	1.87
				112-1407628-2512257	January	103.73	1.05
				112-7287815-2834631	January	11.23	0.11
				112-5846933-2632269	January	370.50	3.74
				112-3329923-2941851	January	328.90	3.32
				112-6365778-2254649	January	15.27	0.15
				112-9109578-1114612	January	9.64	0.10
				112-5343954-6493865	January	107.40	1.08
				112-8056285-1913826	January	10.70	0.11
				112-6622788-0609864	January	8.56	0.09
				111-0107174-3597035	January	35.49	0.36
				112-2455997-5582622	January	12.87	0.13
				112-3272271-7036245	January	50.92	0.51
				111-2222988-9552232	January	31.57	0.32
				111-7303694-5329058	January	33.45	0.34
				112-0361377-1801839	January	257.46	2.60
				112-9860456-4016267	January	463.58	4.68
	Office Expense Total					**3,008.01**	**30.36**
Amazon Total						**3,008.01**	**30.36**
						1,761.93	17.78
AT&T Mobility	**Communications**	53801 Phone & Internet Expense : Telephone	**101 General**	LLC 3278700113	December		
				LLC 80557846671578		1,326.59	13.39
				122825	January		
				LLC 9541041119	January (1-10)	1,761.93	17.78
	Communications Total					**4,850.45**	**48.96**
AT&T Mobility Total						**4,850.45**	**48.96**
		51806 Professional Svcs & Outside Labor :				4,355.29	43.96
AppleOne Employment Services	**Outside Service**	Outside Labor/Temporary Help	**101 General**	LLC 01-7212041	December (12-6)		
				LLC 01-7216219	December (12-13)	4,762.47	48.07
				LLC 01-7219554	December (12-20)	4,190.82	42.30
				LLC 01-7230776	January (1-10)	4,459.04	45.01
	Outside Service Total					**17,767.62**	**179.34**
AppleOne Employment Services Total						**17,767.62**	**179.34**
		55801 Dues, Memberships & Research Svcs :				1,439.00	114.84
Bill.com	**Dues and Memberships**	Memberships	**101 General**	26014228382	January		
	Dues and Memberships Total					**1,439.00**	**114.84**
Bill.com Total						**1,439.00**	**114.84**
		55304 Facilities & Equipment Rental Expense :				2,262.48	22.84
De Lage Landen Financial Services Inc.	**Equipment Rental Expense**	Equipment Rental	**101 General**	LLC 594389086	January		
	Equipment Rental Expense Total					**2,262.48**	**22.84**
De Lage Landen Financial Services Inc. Total						**2,262.48**	**22.84**
		51801 Professional Svcs & Outside Labor :				20,500.00	206.92
Smile From The Inside, Inc.	**Outside Service-General**	Other Professional Services	**101 General**	LLC 2235	January		
	Outside Service-General Total					**20,500.00**	**206.92**
Smile From The Inside, Inc. Total						**20,500.00**	**206.92**
		51801 Professional Svcs & Outside Labor :				1,012.50	2.25
Certified Languages International	**Outside Service-General**	Other Professional Services	**320 Supp- ELD Services**	LLC 74586123125	December		
	Outside Service-General Total					**1,012.50**	**2.25**
Certified Languages International Total						**1,012.50**	**2.25**
		51801 Professional Svcs & Outside Labor :				1,300.00	0.00
Document Tracking Services	**Outside Service-General**	Other Professional Services	**320 Supp- ELD Services**	LLC FT9306551	December		
				LLC T-930650093	December	8,005.60	0.00
	Outside Service-General Total					**9,305.60**	**0.00**
Document Tracking Services Total						**9,305.60**	**0.00**

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
		56410 Program Fees & Other Instructional :				999.96	0.00
Apple Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC MC37045042	December (12-16)		
				LLC MC42712036	January (1-6)	999.96	0.00
	Non K12 Curriculum Total					1,999.92	0.00
Apple Inc. Total						1,999.92	0.00
						1,896.73	19.14
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1111650	January		
	Communications Total					1,896.73	19.14
Comm-Core Total						1,896.73	19.14
		51817 Professional Svcs & Outside Labor :				70,920.00	0.00
The Stepping Stones Group LLC	Subagreements for Services	Special Education Professional Services	280 SPED	LLC M0268105	November		
				LLC M0271818	December	79,967.50	0.00
	Subagreements for Services Total					150,887.50	0.00
The Stepping Stones Group LLC Total						150,887.50	0.00
		51801 Professional Svcs & Outside Labor :				6,949.65	70.15
DataBasics, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 0815981	December		
	Outside Service-General Total					6,949.65	70.15
DataBasics, Inc. Total						6,949.65	70.15
		56504 Program Fees & Other Instructional :				1,013.43	10.23
Verizon Wireless	Telephone - Adminstration	Admin - Telephone	101 General	LLC 6132622514	January (1-3)		
	Telephone - Adminstration Total					1,013.43	10.23
Verizon Wireless Total						1,013.43	10.23
		52802 Office Supplies Expense : Office Supplies				175.89	1.78
Nothing Bundt Cakes	Office Expense	- COS	101 General	051885703	December		
	Office Expense Total					175.89	1.78
Nothing Bundt Cakes Total						175.89	1.78
		52802 Office Supplies Expense : Office Supplies				313.76	3.17
BlueTriton Brands, Inc	Office Expense	- COS	101 General	LLC 05L8710033059	December		
				LLC 05H8710033059	August	309.74	3.13
				LLC 06A8710033059	December	196.85	1.99
	Office Expense Total					820.35	8.28
BlueTriton Brands, Inc Total						820.35	8.28
		51817 Professional Svcs & Outside Labor :				2,406.25	84.53
Effectual Educational Consulting Service	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 13510	November		
				LLC 13511	November	1,755.00	0.00
				LLC 13512	November	8,800.00	153.55
	Subagreements for Services Total					12,961.25	238.08
Effectual Educational Consulting Service Total						12,961.25	238.08
		51817 Professional Svcs & Outside Labor :				3,892.00	67.90
Expedited Reports	Subagreements for Services	Special Education Professional Services	280 SPED	LLC INVOICE001232	November		
	Subagreements for Services Total					3,892.00	67.90
Expedited Reports Total						3,892.00	67.90
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				600.00	6.06
Jose's Gardening Services	Services	Maintenance	101 General	LLC 3025	November		
				LLC 3026	December	600.00	6.06
	Operations and Housekeeping Services Total					1,200.00	12.11
Jose's Gardening Services Total						1,200.00	12.11
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				155.00	1.56
Orkin	Services	Maintenance	101 General	LLC 287354128	December (12-18)		
	Operations and Housekeeping Services Total					155.00	1.56
Orkin Total						155.00	1.56
				LLC 8000-9090-1005-		19,720.95	199.05
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	2145 121625	December (12-16)		
				LLC 8000-9090-1005-		36,119.26	364.57
				2145 011626	January (1-16)		
	Postage Total					55,840.21	563.62
Pitney Bowes Bank Inc Purchase Power Total						55,840.21	563.62
		52802 Office Supplies Expense : Office Supplies				2,100.00	21.20
Pitney Bowes Global Financial Services	Office Expense	- COS	101 General	LLC 1028637897	December (12-13)		
	Office Expense Total					2,100.00	21.20
Pitney Bowes Global Financial Services Total						2,100.00	21.20
		56334 Program Fees & Other Instructional :				632.36	5.82
WPS	Materials and Supplies	Program Fees - Non K12 Teacher Materials	280 SPED	LLC Q49097	December (12-15)		
	Materials and Supplies Total					632.36	5.82
WPS Total						632.36	5.82
		56410 Program Fees & Other Instructional :				16.00	0.16
Zoom Video Communications, Inc.	Materials and Supplies	Program Fees - Non K12 Curriculum	300 Supp	LLC INV338188620	January (1-18)		
	Materials and Supplies Total					16.00	0.16
Zoom Video Communications, Inc. Total						16.00	0.16
		51817 Professional Svcs & Outside Labor :				5,590.00	97.53
AXIS Teletherapy	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 4122	December		
	Subagreements for Services Total					5,590.00	97.53
		51817 Professional Svcs & Outside Labor :				9,830.60	171.51
	Materials and Supplies	Special Education Professional Services	280 SPED	LLC 4050	November		
	Materials and Supplies Total					9,830.60	171.51
AXIS Teletherapy Total						15,420.60	269.04
		55801 Dues, Memberships & Research Svcs :				2,850.00	28.77
ISAFE Enterprises LLC	Dues and Memberships	Memberships	101 General	LLC IVC13709	August (8-20)		
	Dues and Memberships Total					2,850.00	28.77
ISAFE Enterprises LLC Total						2,850.00	28.77
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				924.00	9.33
Ontario Refrigeration	Services	Maintenance	101 General	LLC GW37533M	January (1-1)		
	Operations and Housekeeping Services Total					924.00	9.33
Ontario Refrigeration Total						924.00	9.33
		52802 Office Supplies Expense : Office Supplies				905.58	9.14
Quill Corporation	Office Expense	- COS	101 General	LLC 46806121	December (12-2)		
				LLC 47052884	December (12-17)	862.29	8.70
				LLC 47215120	January (1-5)	862.29	8.70
				LLC 47243156	January (1-6)	803.09	8.11
				LLC 47294084	January (1-9)	431.15	4.35
	Office Expense Total					3,864.40	39.01
Quill Corporation Total						3,864.40	39.01
		56313 Program Fees & Other Instructional :				155.00	0.00
SkillsUSA California	Teacher Training	Program Fees - Professional Development	310 SUPP – CRE	LLC 9827	December (12-7)		
	Teacher Training Total					155.00	0.00
SkillsUSA California Total						155.00	0.00
		53302 Rent and Utilities : Utilities, CAM, and		LLC 700203189681		2,204.66	22.25
Southern California Edison	Utilities	Real Estate	101 General	121125	November		
				LLC 700203189681		2,063.25	20.83
				011326	December		
	Utilities Total					4,267.91	43.08
Southern California Edison Total						4,267.91	43.08
		53302 Rent and Utilities : Utilities, CAM, and				684.88	6.91
City of Simi Valley	Utilities	Real Estate	101 General	LLC 71028065	December (12-31)		
	Utilities Total					684.88	6.91

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
City of Simi Valley Total						**684.88**	**6.91**
Integration Inc.	**Postage**	54301 Postage & Delivery Expense : Postage	*** (80Line 30) 101 General**	LLC 260104	January (1-8)	24.18	0.24
	Postage Total					**24.18**	**0.24**
		52801 Office Supplies Expense : Business				175.50	1.77
	Printing Expense	Expense/Printing & Reproduction	*** (80Line 30) 101 General**	LLC 260104	January (1-8)		
	Printing Expense Total					**175.50**	**1.77**
Integration Inc. Total						**199.68**	**2.02**
		56410 Program Fees & Other Instructional :				21,929.04	0.00
Kajeet Inc.	**Non K12 Curriculum**	Program Fees - Non K12 Curriculum	**560 Title I**	LLC INV40417	August (8-31)		
				LLC INV40956	October (10-10)	2,194.57	0.00
	Non K12 Curriculum Total					**24,123.61**	**0.00**
Kajeet Inc. Total						**24,123.61**	**0.00**
		51801 Professional Svcs & Outside Labor :				61,500.00	620.75
Storbeck Search LLC	**Outside Service-General**	Other Professional Services	**101 General**	LLC INV-19808	December (12-31)		
	Outside Service-General Total					**61,500.00**	**620.75**
Storbeck Search LLC Total						**61,500.00**	**620.75**
		56334 Program Fees & Other Instructional :				185.74	1.71
Stuttering Therapy Resources, Inc.	**Materials and Supplies**	Program Fees - Non K12 Teacher Materials	**280 SPED**	LLC 25909	January (1-12)		
	Materials and Supplies Total					**185.74**	**1.71**
Stuttering Therapy Resources, Inc. Total						**185.74**	**1.71**
		55304 Facilities & Equipment Rental Expense :				3,036.70	30.65
UBEO Business Services	**Equipment Rental Expense**	Equipment Rental	**101 General**	LLC 5136275	January (1-12)		
	Equipment Rental Expense Total					**3,036.70**	**30.65**
UBEO Business Services Total						**3,036.70**	**30.65**
		51801 Professional Svcs & Outside Labor :				7,500.00	75.70
FusionPlus Inc	**Outside Service-General**	Other Professional Services	**101 General**	LLC INV-1029	December		
				LLC INV-1030	January	7,500.00	75.70
	Outside Service-General Total					**15,000.00**	**151.40**
FusionPlus Inc Total						**15,000.00**	**151.40**
		56410 Program Fees & Other Instructional :				258.00	0.00
NCS Pearson, Inc.	**Non K12 Curriculum**	Program Fees - Non K12 Curriculum	**310 SUPP – CRE**	LLC 28619668	May (5-9)		
	Non K12 Curriculum Total					**258.00**	**0.00**
NCS Pearson, Inc. Total						**258.00**	**0.00**
Rock And Roll Academy Inc.	**Non K12 Curriculum**	13514 Prepaid Other	**860 AMIMBG**	LLC 011426	January (1-14)	37,375.00	0.00
	Non K12 Curriculum Total					**37,375.00**	**0.00**
Rock And Roll Academy Inc. Total						**37,375.00**	**0.00**
		56313 Program Fees & Other Instructional :				10,900.00	3,632.97
San Diego County Office of Education	**Teacher Training**	Program Fees - Professional Development	**620 Title II**	LLC 099-051979	December (12-4)		
	Teacher Training Total					**10,900.00**	**3,632.97**
San Diego County Office of Education Total						**10,900.00**	**3,632.97**
		56313 Program Fees & Other Instructional :				2,240.00	0.00
Solution Tree	**Teacher Training**	Program Fees - Professional Development	**560 Title I**	LLC S336254	January (1-20)		
	Teacher Training Total					**2,240.00**	**0.00**
Solution Tree Total						**2,240.00**	**0.00**
		52802 Office Supplies Expense : Office Supplies				930.13	9.39
Successories	**Office Expense**	- COS	**101 General**	SO-676911/S463195	January		
	Office Expense Total					**930.13**	**9.39**
Successories Total						**930.13**	**9.39**
		56313 Program Fees & Other Instructional :				1,500.00	0.00
Marriott Burbank	**Teacher Training**	Program Fees - Professional Development	**620 Title II**	M-VLXF5BP	January		
	Teacher Training Total					**1,500.00**	**0.00**
Marriott Burbank Total						**1,500.00**	**0.00**
		52802 Office Supplies Expense : Office Supplies				752.61	7.60
Red Robin	**Office Expense**	- COS	**101 General**	1051922	January		
	Office Expense Total					**752.61**	**7.60**
Red Robin Total						**752.61**	**7.60**
Grand Total						**536,506.04**	**7,433.41**

Insight at San Diego
Board Disbursements A/P Payment History
February 01, 2026 - February 28, 2026

Vendor	Description	Total
ADP, Inc.	Payroll Services	209,923.45
California Teachers Association	Union Dues	2,600.00
Marnie Young dba Adapted Child's Play	Special Education Contracted Services	1,407.50
Anchor Counseling & Education Solutions	Special Education Contracted Services	1,406.51
State Board of Equalization	Sales Tax	1,000.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	854.00
Backstage Health	Mileage Reimbursement	575.00
The Stepping Stones Group LLC	Special Education Contracted Services	402.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	354.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	349.76
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	248.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	240.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	226.00
E-Therapy Intermediate, INC	Special Education Contracted Services	218.75
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	207.00
Effectual Educational Consulting Service	Special Education Services	45.00
SpeechRighter, Inc.	Special Education Contracted Services	33.75
Grand Total		**220,090.72**

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
February 01, 2026 - February 28, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 02.26.2026 Pyrl - ADP, Inc.(Insight @ San Diego)					(91,739.37)
	Bill	**02/26/2026**	ISSD_FEB'26 PYRL #1	ISSD_FEB 2026 ADP Payroll #1 (02.01.26 - 02.15.26)	
					91,739.37
	Bill Payment	**02/27/2026**	ACH 02.26.2026 Pyrl	ISSD_FEB 2026 ADP Payroll #1 (02.01.26 - 02.15.26)	
Bill Payment #ACH 02.10.2026 Pyrl - ADP, Inc.(Insight @ San Diego)					(25,256.39)
	Bill	**02/25/2026**	ISSD_FEB'26 ADP - Benefits	ISSD_FEB 2026 ADP – Benefits (JFebruary 2026)	
	Bill Payment	**02/25/2026**	ACH 02.10.2026 Pyrl	ISSD_FEB 2026 ADP – Benefits (JFebruary 2026)	25,256.39
Bill Payment #ACH 02.09.2026 Pyrl - ADP, Inc.(Insight @ San Diego)					(92,927.69)
	Bill	**02/25/2026**	ISSD_JAN'26 PYRL #2	ISSD_JAN 2026 ADP Payroll #2 (01.16.26- 01.31.26)	
	Bill Payment	**02/25/2026**	ACH 02.09.2026 Pyrl	ISSD_JAN 2026 ADP Payroll #2 (01.16.26- 01.31.26)	92,927.69
					0.00
Bill Payment #3209 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(600.25)
	Bill	**02/21/2026**	INV-08306		
	Bill Payment	**02/24/2026**	3209		600.25
Bill Payment #3193 - Anchor Counseling & Education Solutions(INSIGHT@SAN DIEGO)					(355.76)
	Bill	**02/05/2026**	INV-08256		
	Bill		INV-08276		(450.50)
	Bill Payment	**02/11/2026**	3193		806.26
					0.00
Bill Payment #3210 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(38.63)
	Bill	**02/21/2026**	INV-01588		
	Bill Payment	**02/24/2026**	3210		38.63
Bill Payment #3204 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(38.63)
	Bill	**02/12/2026**	INV-01547		
	Bill Payment	**02/18/2026**	3204		38.63
Bill Payment #3197 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(103.00)
	Bill	**02/05/2026**	INV-01481		
	Bill		INV-01493		(118.00)
	Bill		INV-01518		(51.50)
	Bill Payment	**02/11/2026**	3197		272.50
					0.00
Bill Payment #3211 - E-Therapy Intermediate, INC(Insight @ San Diego)					(62.50)
	Bill	**02/21/2026**	INV-10274		
	Bill		INV-10236		(31.25)
	Bill Payment	**02/24/2026**	3211		93.75
Bill Payment #3205 - E-Therapy Intermediate, INC(Insight @ San Diego)					(62.50)
	Bill	**02/12/2026**	INV-10204		
	Bill Payment	**02/18/2026**	3205		62.50
Bill Payment #3198 - E-Therapy Intermediate, INC(Insight @ San Diego)					(62.50)
	Bill	**02/05/2026**	INV-10159		
	Bill Payment	**02/11/2026**	3198		62.50
					0.00
Bill Payment #3208 - The Stepping Stones Group LLC(Insight @ San Diego)					(268.00)
	Bill	**02/12/2026**	INV-01376		
	Bill Payment	**02/18/2026**	3208		268.00
Bill Payment #3201 - The Stepping Stones Group LLC(Insight @ San Diego)					(134.00)
	Bill	**02/05/2026**	INV-01348		
	Bill Payment	**02/11/2026**	3201		134.00
					0.00
Bill Payment #3214 - TheraStaffers(Insight @ San Diego)					(62.00)
	Bill	**02/21/2026**	INV-01066		
	Bill Payment	**02/24/2026**	3214		62.00
Bill Payment #3202 - TheraStaffers(Insight @ San Diego)					(186.00)
	Bill	**02/05/2026**	INV-01048		
	Bill Payment	**02/11/2026**	3202		186.00
					0.00
Bill Payment #3203 - California Teachers Association(INSIGHT@SAN DIEGO)					(2,600.00)
	Bill	**02/12/2026**	Union Dues - 012026		
	Bill Payment	**02/18/2026**	3203		2,600.00
					0.00
Bill Payment #3194 - Axis Teletherapy (Insight @ San Diego)					(295.00)
	Bill	**02/05/2026**	INV-02428		
	Bill		INV-02460		(59.00)
	Bill Payment	**02/11/2026**	3194		354.00
					0.00
Bill Payment #3212 - Effectual Educational Consulting Service(INSIGHT@SAN DIEGO)					(45.00)
	Bill	**02/21/2026**	INV-12305		
	Bill Payment	**02/24/2026**	3212		45.00
					0.00
					(169.50)
Bill Payment #3200 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)	Bill	**02/05/2026**	INV-10757		
	Bill		INV-10857		(56.50)
	Bill Payment	**02/11/2026**	3200		226.00
					0.00

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
February 01, 2026 - February 28, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #3207 - SpeechRighter, Inc.(Insight @ San Diego)					(33.75)
	Bill	**02/12/2026**	INV-00466		
	Bill Payment	**02/18/2026**	3207		33.75
					0.00
Bill Payment #ACH 02.19.2026 - State Board of Equalization(INSIGHT@SAN DIEGO)					(1,000.00)
	Bill	**02/19/2026**	ISSD_JAN'26 Use Tax	ISSD_Use Tax_JAN 2026 PrePymnt	
	Bill Payment	**02/19/2026**	ACH 02.19.2026	ISSD_Use Tax_JAN 2026 PrePymnt	1,000.00
					0.00
Bill Payment #3196 - Bridge The Gap Sped, LLC(Insight @ San Diego)					(240.00)
	Bill	**02/05/2026**	INV-00347		
	Bill Payment	**02/11/2026**	3196		240.00
					0.00
Bill Payment #3199 - El Paseo Children's Center, Inc.(Insight @ San Diego)					(854.00)
	Bill	**02/05/2026**	INV-01473		
	Bill Payment	**02/11/2026**	3199		854.00
					0.00
Bill Payment #3206 - Point Quest Pediatric Therapies, LLC(Insight @ San Diego)					(207.00)
	Bill	**02/12/2026**	INV-00329		
	Bill Payment	**02/18/2026**	3206		207.00
					0.00
Bill Payment #3195 - Backstage Health(Insight @ San Diego)					(575.00)
	Bill	**02/05/2026**	INV-00142		
	Bill Payment	**02/11/2026**	3195		575.00
					0.00
Bill Payment #3213 - Marnie Young dba Adapted Child's Play (Insight @ San Diego)					(1,407.50)
	Bill	**02/21/2026**	INV-00700		
	Bill Payment	**02/24/2026**	3213		1,407.50
					0.00
					0.00
				Total	**220,090.72**

Transaction Summary
Insight at San Diego

Vendor	Amount
Law Offices of Young, Minney & Corr, LLP	283.45
Smile From The Inside, Inc.	206.92
AppleOne Employment Services	186.33
Bill.com	114.84
FusionPlus Inc	75.70
Pitney Bowes Bank Inc Purchase Power	63.57
AXIS Teletherapy	62.37
DataBasics, Inc.	55.10
Amazon	39.37
The Back Room Inc	37.14
Supreme Facility Services, Inc.	33.21
AT&T Mobility	31.26
UPS	29.46
Certified Languages International	29.25
De Lage Landen Financial Services Inc.	27.55
Southern California Edison	23.48
Comm-Core	19.36
Quill Corporation	12.14
ULINE	11.32
Successories	10.19
Green Hasson & Janks LLP	9.36
Verizon Wireless	8.79
Red Robin	7.60
Jose's Gardening Services	6.06
Home Depot	5.85
Everon, LLC	4.94
Viva La Pasta	4.85
Waste Management	3.72
Paper Recycling & Shredding	2.42
City Printing Graphics	2.19
Doctors Wellness Company LLC dba WellnessMart MD	1.88
Pitney Bowes Global Financial Services	1.80
Orkin	1.69
Nothing Bundt Cakes	1.43
Bjorem Speech Publications, LLC	1.38
BlueTriton Brands, Inc	0.81
Zoom Video Communications, Inc.	0.28
Grand Total	**1,417.04**

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				127.00	1.28
	Office Expense	Supplies - COS	101 General	LLC 620861	January (1-22)		
				LLC 622058	February (2-5)	113.00	1.14
	Office Expense Total					240.00	2.42
Paper Recycling & Shredding Total						240.00	2.42
UPS		54302 Postage & Delivery Expense :				442.57	4.47
	Shipping	Messenger & Delivery	101 General	LLC 000073Y68E046	January (1-24)		
				LLC 000073Y68E056	January (1-31)	300.32	3.03
				LLC 000073Y68E066	February (2-7)	403.56	4.07
				LLC 000073Y68E076	February (2-14)	249.39	2.52
			280 SPED	LLC 0000V9159W046	January (1-24)	81.56	1.42
				LLC 0000V9159W056	January (1-31)	305.24	5.33
				LLC 0000V9159W066	February (2-7)	196.24	3.42
				LLC 0000V9159W076	February (2-14)	298.03	5.20
	Shipping Total					2,276.91	29.46
UPS Total						2,276.91	29.46
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7326057-0283-4	February	171.31	1.73
				LLC 7326072-0283-3	February	197.01	1.99
	Operations and Housekeeping Services Total					368.32	3.72
Waste Management Total						368.32	3.72
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor :				1,229.50	283.45
	Legal Fees	Legal	101 General	LLC 20819	January		
			280 SPED	LLC 20666	January	4,268.00	0.00
	Legal Fees Total					5,497.50	283.45
Law Offices of Young, Minney & Corr, LLP Total						5,497.50	283.45
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				3,290.00	33.21
Supreme Facility Services, Inc.		Maintenance	101 General	LLC 4729	February		
	Operations and Housekeeping Services Total					3,290.00	33.21
Supreme Facility Services, Inc. Total						3,290.00	33.21
		52802 Office Supplies Expense : Office				12.87	0.13
Amazon	Office Expense	Supplies - COS	101 General	112-2455997-5582622	January		
				112-3272271-7036245	January	50.92	0.51
				111-2222988-9552232	January	31.57	0.32
				111-7303694-5329058	January	33.45	0.34
				112-0361377-1801839	January	257.46	2.60
				112-9860456-4016267	January	463.58	4.68
				113-2260602-4421050	January	940.18	9.49
				113-7995709-4909005	January	10.71	0.11
				111-5132499-3986636	January	53.61	0.54
				111-2912999-0849850	January	28.17	0.28
				113-6303379-1818632	January	68.39	0.69
				113-2267519-3902663	February	9.64	0.10
				111-0379171-0670660	February	34.31	0.35
				113-7505834-8483469	February	23.64	0.24
				113-2139958-4266639	February	107.44	1.08
				113-9582279-1231459	February	127.00	1.28
				113-9232677-4260224	February	35.53	0.36
				113-6974947-2853832	February	271.51	2.74
				113-2432478-6141864	February	338.60	3.42
				113-9720331-6302668	February	44.94	0.45
				113-1218539-7519435	February	123.42	1.25
				113-7412991-2538601	February	124.38	1.26
				113-3691487-0289822	February	136.63	1.38
				113-5309266-7427456	February	106.17	1.07
				113-4671138-9105001	February	137.50	1.39
				113-6960802-3073814	February	105.33	1.06
				113-8553333-8013813	February	223.80	2.26
	Office Expense Total					3,900.75	39.37
Amazon Total						3,900.75	39.37
		53801 Phone & Internet Expense :		LLC 80557846671578		1,335.23	13.48
AT&T Mobility	Communications	Telephone	101 General	012826	February		
				LLC 7472622115	February	1,761.93	17.78
	Communications Total					3,097.16	31.26
AT&T Mobility Total						3,097.16	31.26
		51806 Professional Svcs & Outside Labor :				4,470.23	45.12
AppleOne Employment Services	Outside Service	Outside Labor/Temporary Help	101 General	LLC 01-7233831	January (1-17)		
				LLC 01-7237322	January (1-24)	3,294.72	33.26
				LLC 01-7241457	January (1-31)	5,357.13	54.07
				LLC 01-7244591	February (2-7)	5,060.24	51.08
				LLC 01-7245972	February (2-7)	278.15	2.81
	Outside Service Total					18,460.47	186.33
AppleOne Employment Services Total						18,460.47	186.33
		55801 Dues, Memberships & Research Svcs				1,439.00	114.84
Bill.com	Dues and Memberships	: Memberships	101 General	26024577940	February		
	Dues and Memberships Total					1,439.00	114.84
Bill.com Total						1,439.00	114.84
		55304 Facilities & Equipment Rental				2,729.86	27.55
De Lage Landen Financial Services Inc.	Equipment Rental Expense	Expense : Equipment Rental	101 General	LLC 595750743	February		
	Equipment Rental Expense Total					2,729.86	27.55
De Lage Landen Financial Services Inc. Total						2,729.86	27.55
		51801 Professional Svcs & Outside Labor :				20,500.00	206.92
Smile From The Inside, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 2236	February		
	Outside Service-General Total					20,500.00	206.92
Smile From The Inside, Inc. Total						20,500.00	206.92
		51801 Professional Svcs & Outside Labor :				2,266.50	29.25
Certified Languages International	Outside Service-General	Other Professional Services	320 Supp- ELD Services	LLC 74586013126	January		
	Outside Service-General Total					2,266.50	29.25
Certified Languages International Total						2,266.50	29.25
		51801 Professional Svcs & Outside Labor :				2,884.02	0.00
Document Tracking Services	Outside Service-General	Other Professional Services	320 Supp- ELD Services	LLC T-930650094	January		
			410 SUPP - Transcripts	LLC FT9306552	January	1,400.00	0.00
	Outside Service-General Total					4,284.02	0.00
Document Tracking Services Total						4,284.02	0.00
		56410 Program Fees & Other Instructional :				449.98	0.00
Apple Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC MC44243686	January (1-13)		
				LLC MC47243275	January (1-26)	599.98	0.00
	Non K12 Curriculum Total					1,049.96	0.00
Apple Inc. Total						1,049.96	0.00

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
		53801 Phone & Internet Expense :				1,917.96	19.36
Comm-Core	Communications	Telephone	101 General	LLC 1112916	February		
	Communications Total					1,917.96	19.36
Comm-Core Total						1,917.96	19.36
		51801 Professional Svcs & Outside Labor :				5,459.35	55.10
DataBasics, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 0816129	January		
	Outside Service-General Total					5,459.35	55.10
DataBasics, Inc. Total						5,459.35	55.10
		56504 Program Fees & Other Instructional :				870.55	8.79
Verizon Wireless	Telephone - Adminstration	Admin - Telephone	101 General	LLC 6135124977	January		
	Telephone - Adminstration Total					870.55	8.79
Verizon Wireless Total						870.55	8.79
		51304 Travel & Entertainment : Internal				141.52	1.43
Nothing Bundt Cakes	Internal Meals & Entertainment	Meals & Entertainment	101 General	054536392	February		
	Internal Meals & Entertainment Total					141.52	1.43
Nothing Bundt Cakes Total						141.52	1.43
		52802 Office Supplies Expense : Office				79.94	0.81
BlueTriton Brands, Inc	Office Expense	Supplies - COS	101 General	LLC 06B8710033059	February		
	Office Expense Total					79.94	0.81
BlueTriton Brands, Inc Total						79.94	0.81
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				600.00	6.06
Jose's Gardening Services	Services	Maintenance	101 General	LLC 3031	January		
	Operations and Housekeeping Services Total					600.00	6.06
Jose's Gardening Services Total						600.00	6.06
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				167.40	1.69
Orkin	Services	Maintenance	101 General	LLC 288993278	January (1-19)		
	Operations and Housekeeping Services Total					167.40	1.69
Orkin Total						167.40	1.69
				LLC 8000-9090-1005-		6,297.80	63.57
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	2145 021626	February (2-16)		
	Postage Total					6,297.80	63.57
Pitney Bowes Bank Inc Purchase Power Total						6,297.80	63.57
		52802 Office Supplies Expense : Office				178.43	1.80
Pitney Bowes Global Financial Services	Office Expense	Supplies - COS	101 General	LLC 1028881168	January (1-29)		
	Office Expense Total					178.43	1.80
Pitney Bowes Global Financial Services Total						178.43	1.80
		56410 Program Fees & Other Instructional :				28.00	0.28
Zoom Video Communications, Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV342297280	January		
	Non K12 Curriculum Total					28.00	0.28
Zoom Video Communications, Inc. Total						28.00	0.28
		51817 Professional Svcs & Outside Labor :				3,575.00	62.37
AXIS Teletherapy	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 4214	January		
	Subagreements for Services Total					3,575.00	62.37
AXIS Teletherapy Total						3,575.00	62.37
		52802 Office Supplies Expense : Office				258.69	2.61
Quill Corporation	Office Expense	Supplies - COS	101 General	LLC 47521485	January (1-23)		
				LLC 47645336	February (2-3)	943.59	9.52
	Office Expense Total					1,202.28	12.14
Quill Corporation Total						1,202.28	12.14
		53302 Rent and Utilities : Utilities, CAM, and		LLC 700203189681		2,326.00	23.48
Southern California Edison	Utilities	Real Estate	101 General	021126	January		
	Utilities Total					2,326.00	23.48
Southern California Edison Total						2,326.00	23.48
		51801 Professional Svcs & Outside Labor :				7,500.00	75.70
FusionPlus Inc	Outside Service-General	Other Professional Services	101 General	LLC INV-1031	February (2-1)		
	Outside Service-General Total					7,500.00	75.70
FusionPlus Inc Total						7,500.00	75.70
		56410 Program Fees & Other Instructional :				14,178.00	0.00
NCS Pearson, Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	310 SUPP – CRE	LLC 30380321	December (12-5)		
				LLC 30380350	December (12-5)	9,860.00	0.00
	Non K12 Curriculum Total					24,038.00	0.00
NCS Pearson, Inc. Total						24,038.00	0.00
		56313 Program Fees & Other Instructional :				5,600.00	0.00
Solution Tree	Teacher Training	Program Fees - Professional Development	560 Title I	LLC S336543	January (1-28)		
	Teacher Training Total					5,600.00	0.00
Solution Tree Total						5,600.00	0.00
		52802 Office Supplies Expense : Office				930.13	9.39
Successories	Office Expense	Supplies - COS	101 General	SO-676911/S463195	January		
				SO-681223 / S464820	February	79.32	0.80
	Office Expense Total					1,009.45	10.19
Successories Total						1,009.45	10.19
		56313 Program Fees & Other Instructional :				1,500.00	0.00
Marriott Burbank	Teacher Training	Program Fees - Professional Development	620 Title II	M-VLXF5BP	January		
				02192026	February	4,000.00	0.00
	Teacher Training Total					5,500.00	0.00
Marriott Burbank Total						5,500.00	0.00
		52802 Office Supplies Expense : Office				752.61	7.60
Red Robin	Office Expense	Supplies - COS	101 General	1051922	January		
	Office Expense Total					752.61	7.60
Red Robin Total						752.61	7.60
Doctors Wellness Company LLC dba		51801 Professional Svcs & Outside Labor :				186.00	1.88
WellnessMart MD	Outside Service-General	Other Professional Services	101 General	LLC INV-0016067	January		
	Outside Service-General Total					186.00	1.88
Doctors Wellness Company LLC dba WellnessMart MD Total						186.00	1.88
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				489.02	4.94
Everon, LLC	Services	Maintenance	101 General	LLC 160335385	February		
	Operations and Housekeeping Services Total					489.02	4.94
Everon, LLC Total						489.02	4.94
		51801 Professional Svcs & Outside Labor :				3,680.00	37.14
The Back Room Inc	Outside Service-General	Other Professional Services	101 General	LLC INV-4159	December		
	Outside Service-General Total					3,680.00	37.14
The Back Room Inc Total						3,680.00	37.14
		56334 Program Fees & Other Instructional :				149.99	1.38
Bjorem Speech Publications, LLC	Materials and Supplies	Program Fees - Non K12 Teacher Materials	280 SPED	LLC 120300	February (2-3)		
	Materials and Supplies Total					149.99	1.38
Bjorem Speech Publications, LLC Total						149.99	1.38
		52801 Office Supplies Expense : Business				3,861.00	0.00
City Printing Graphics	Printing Expense	Expense/Printing & Reproduction	101 General	LLC 26-32720	January (1-29)		
				LLC 26-32723	January (1-29)	217.18	2.19

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
City Printing Graphics	**Printing Expense Total**					**4,078.18**	**2.19**
City Printing Graphics Total						**4,078.18**	**2.19**
Green Hasson & Janks LLP	**Accounting Fees**	56321 Program Fees & Other Instructional : Program Fees - Accounting	**101 General**	LLC 37428	January (1-24)	927.00	9.36
	Accounting Fees Total					**927.00**	**9.36**
Green Hasson & Janks LLP Total						**927.00**	**9.36**
ULINE	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 204034513	February (2-10)	1,121.10	11.32
	Office Expense Total					**1,121.10**	**11.32**
ULINE Total						**1,121.10**	**11.32**
Home Depot	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	WN47580895	January	579.66	5.85
	Office Expense Total					**579.66**	**5.85**
Home Depot Total						**579.66**	**5.85**
Viva La Pasta	**Internal Meals & Entertainment**	51304 Travel & Entertainment : Internal Meals & Entertainment	**101 General**	050535	February	480.54	4.85
	Internal Meals & Entertainment Total					**480.54**	**4.85**
Viva La Pasta Total						**480.54**	**4.85**
City of Morgan Hill	**School Event**	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	**141 CAVA ASB**	61896970	February	1,114.00	0.00
	School Event Total					**1,114.00**	**0.00**
City of Morgan Hill Total						**1,114.00**	**0.00**
Grand Total						**149,450.23**	**1,417.04**

Insight at San Diego
Board Disbursements A/P Payment History
March 01, 2026 - March 31, 2026

Vendor	Description	Total
ADP, Inc.	Payroll Services	213,467.02
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	158,403.34
State Board of Equalization	Sales Tax	3,000.00
California Teachers Association	Union Dues	2,600.00
Adapted Child's Play	Special Education Contracted Services	1,141.00
The Stepping Stones Group LLC	Special Education Contracted Services	871.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	832.25
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	701.63
Anchor Counseling & Education Solutions	Special Education Contracted Services	661.00
Stone Hearing & Audiology	Special Education Contracted Services	560.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	442.50
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	282.50
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	248.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	240.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	207.00
E-Therapy Intermediate, INC	Special Education Contracted Services	187.50
Amazon Capital Services	Staff Office Supplies	109.89
Chase Boyle dba Snow Counseling	Special Education Contracted Services	93.75
Effectual Educational Consulting Service	Special Education Services	45.00
Judith A. Kroeger, Inc.	Special Education Contracted Services	2.17
Grand Total		**384,095.55**

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
March 01, 2026 - March 31, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 03.24.2026_Pyrl - ADP, Inc.(Insight @ San Diego)					(96,766.36)
	Bill	**03/30/2026**	ISSD_MAR'26 PYRL #1	ISSD_MAR 2026 ADP Payroll #1 (03.01.26 - 03.15.26)	
					96,766.36
	Bill Payment	**03/30/2026**	ACH 03.24.2026_Pyrl	ISSD_MAR 2026 ADP Payroll #1 (03.01.26 - 03.15.26)	
Bill Payment #ACH 03.10.2026_Pyrl Benefits - ADP, Inc.(Insight @ San Diego)					(25,256.39)
	Bill	**03/30/2026**	ISSD_MAR'26 ADP - Benefits	ISSD_MAR 2026 ADP – Benefits (March 2026)	
					25,256.39
	Bill Payment	**03/30/2026**	ACH 03.10.2026_Pyrl Benefits	ISSD_MAR 2026 ADP – Benefits (March 2026)	
Bill Payment #ACH 03.09.2026_Pyrl - ADP, Inc.(Insight @ San Diego)					(91,444.27)
	Bill	**03/30/2026**	ISSD_FEB'26 PYRL #2	ISSD_FEB 2026 ADP Payroll #2 (02.16.26- 02.28.26)	
	Bill Payment	**03/30/2026**	ACH 03.09.2026_Pyrl	ISSD_FEB 2026 ADP Payroll #2 (02.16.26- 02.28.26)	91,444.27
					0.00
Bill Payment #3231 - Anchor Counseling & Education Solutions(Insight @ San Diego)					(254.50)
	Bill	**03/25/2026**	INV-08371		
	Bill Payment	**03/26/2026**	3231		254.50
Bill Payment #3215 - Anchor Counseling & Education Solutions(Insight @ San Diego)					(406.50)
	Bill	**03/04/2026**	INV-08339		
	Bill Payment	**03/09/2026**	3215		406.50
					0.00
Bill Payment #3226 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(38.63)
	Bill	**03/12/2026**	INV-01690		
	Bill		INV-01711		(383.00)
	Bill Payment	**03/13/2026**	3226		421.63
Bill Payment #3218 - Communicology, Inc., DBA, TeleSesh(Insight @ San Diego)					(51.50)
	Bill	**03/04/2026**	INV-01619		
	Bill		INV-01642		(177.00)
	Bill		INV-01660		(51.50)
	Bill Payment	**03/09/2026**	3218		280.00
					0.00
Bill Payment #3232 - E-Therapy Intermediate, INC(Insight @ San Diego)					(62.50)
	Bill	**03/25/2026**	INV-10369		
	Bill Payment	**03/26/2026**	3232		62.50
Bill Payment #3227 - E-Therapy Intermediate, INC(Insight @ San Diego)					(62.50)
	Bill	**03/12/2026**	INV-10336		
	Bill Payment	**03/13/2026**	3227		62.50
Bill Payment #3219 - E-Therapy Intermediate, INC(Insight @ San Diego)					(62.50)
	Bill	**03/04/2026**	INV-10305		
	Bill Payment	**03/09/2026**	3219		62.50
					0.00
Bill Payment #3236 - The Stepping Stones Group LLC(Insight @ San Diego)					(268.00)
	Bill	**03/25/2026**	INV-01459		
	Bill		INV-01473		(67.00)
	Bill Payment	**03/26/2026**	3236		335.00
Bill Payment #3222 - The Stepping Stones Group LLC(Insight @ San Diego)					(134.00)
	Bill	**03/04/2026**	INV-01406		
	Bill		INV-01419		(268.00)
	Bill		INV-01433		(134.00)
	Bill Payment	**03/09/2026**	3222		536.00
					0.00
Bill Payment #3230 - TheraStaffers(Insight @ San Diego)					(248.00)
	Bill	**03/12/2026**	INV-01086		
	Bill Payment	**03/13/2026**	3230		248.00
					0.00
Bill Payment #3225 - California Teachers Association(Insight @ San Diego)					(2,600.00)
	Bill	**03/12/2026**	Union Dues - 022026		
	Bill Payment	**03/13/2026**	3225		2,600.00
					0.00
Bill Payment #3216 - Axis Teletherapy(Insight @ San Diego)					(354.00)
	Bill	**03/04/2026**	INV-02529		
	Bill		INV-02570		(88.50)
	Bill Payment	**03/09/2026**	3216		442.50
					0.00
Bill Payment #3233 - Effectual Educational Consulting Service(Insight @ San Diego)					(45.00)
	Bill	**03/25/2026**	INV-12543		
	Bill Payment	**03/26/2026**	3233		45.00
					0.00
Bill Payment #3228 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight @ San Diego)					(226.00)
	Bill	**03/12/2026**	INV-11084		
	Bill		INV-11167		(56.50)
	Bill Payment	**03/13/2026**	3228		282.50
					0.00
Bill Payment #ACH 03.11.2026_Clrd Bank 03.12.2026 - State Board of Equalization(INSIGHT@SAN DIEGO)					(3,000.00)
	Bill	**03/11/2026**	ISSD_FEB'26 Use Tax	ISSD_Use Tax_FEB 2026 PrePymnt	
					3,000.00
	Bill Payment	**03/11/2026**	ACH 03.11.2026_Clrd Bank 03.12.2026	ISSD_Use Tax_FEB 2026 PrePymnt	

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
March 01, 2026 - March 31, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #3224 - Bridge The Gap Sped, LLC(Insight @ San Diego)	Bill	**03/12/2026**	INV-00361		(240.00)
	Bill Payment	**03/13/2026**	3224		240.00
					0.00
Bill Payment #3220 - El Paseo Children's Center, Inc.(Insight @ San Diego)	Bill	**03/04/2026**	INV-01495		(832.25)
	Bill Payment	**03/09/2026**	3220		832.25
					0.00
Bill Payment #3229 - Point Quest Pediatric Therapies, LLC(Insight @ San Diego)	Bill	**03/12/2026**	INV-00338		(207.00)
	Bill Payment	**03/13/2026**	3229		207.00
					0.00
Bill Payment #3234 - Adapted Child's Play(Insight @ San Diego)	Bill	**03/25/2026**	INV-00713		(1,141.00)
	Bill Payment	**03/26/2026**	3234		1,141.00
					0.00
Bill Payment #3217 - Chase Boyle dba Snow Counseling(Insight @ San Diego)	Bill	**03/04/2026**	INV-01031		(93.75)
	Bill Payment	**03/09/2026**	3217		93.75
					0.00
Bill Payment #3221 - Judith A. Kroeger, Inc.(Insight @ San Diego)	Bill	**03/04/2026**	INV-00126		(2.17)
	Bill Payment	**03/09/2026**	3221		2.17
					0.00
Bill Payment #3223 - Amazon Capital Services(Insight @ San Diego)	Bill	**03/12/2026**	19QF-3JHK-DP6N		(109.89)
	Bill Payment	**03/13/2026**	3223		109.89
					0.00
Bill Payment #3235 - Stone Hearing & Audiology(Insight @ San Diego)	Bill	**03/25/2026**	INV-00004		(560.00)
	Bill Payment	**03/26/2026**	3235		560.00
					0.00
Bill Payment #ACH 03.30.2026_FED:20260330I1B7032R000496 - K12 MANAGEMENT INC					(16,386.18)
	Bill	**02/12/2025**	INV-003-18368 _ iSSD-Jan.25-SS&T	INV-003-18368 _ iSSD-Jan.25-SS&T	(77,180.16)
	Bill	**04/15/2025**	INV-003-19164 _ iSSD-Feb.25-SS&T Rev	INV-003-19164 _ iSSD-Feb.25-SS&T Rev	(64,837.00)
	Bill		INV-003-19230 _ iSSD-Mar.25-SS&T	INV-003-19230 _ iSSD-Mar.25-SS&T	158,403.34
	Bill Payment	**03/30/2026**	ACH 03.30.2026_FED:20260330I1B7032R000496	MAR 2026 K12 Payment	
					0.00
					0.00
				Total	**384,095.55**

Transaction Summary
Insight at San Diego

Vendor	Amount
Law Offices of Young, Minney & Corr, LLP	787.75
ParentSquare Inc.	766.67
Effectual Educational Consulting Service	422.41
AppleOne Employment Services	382.29
Pitney Bowes Bank Inc Purchase Power	279.61
Smile From The Inside, Inc.	206.92
Cornerstone Educational Solutions	155.28
AXIS Teletherapy	154.91
John Zavala Inc.	117.61
Bill.com	114.84
NCS Pearson, Inc.	78.86
FusionPlus Inc	75.70
Integration Inc.	73.18
Barrington Staffing Services	69.14
DataBasics, Inc.	56.79
AT&T Mobility	40.14
The Back Room Inc	37.14
UPS	35.16
Supreme Facility Services, Inc.	33.21
Storbeck Search LLC	29.53
Crisis Prevention Institute	25.22
Southern California Edison	24.91
Certified Languages International	22.50
Comm-Core	19.40
Quill Corporation	15.00
Everon, LLC	14.68
Amazon	14.01
City of Simi Valley	12.03
Pitney Bowes Global Financial Services	10.56
Verizon Wireless	8.79
Urbane Café	8.05
VC Furniture & Facility Services	6.56
BlueTriton Brands, Inc	4.69
Waste Management	3.72
Doctors Wellness Company LLC dba WellnessMart MD	2.98
VC Tax Collector	2.73
Paper Recycling & Shredding	2.28
School Services of California	2.07
Orkin	1.69
Zoom Video Communications, Inc.	0.58
Grand Total	**4,119.58**

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				113.00	1.14
	Office Expense	Supplies - COS	101 General	LLC 623155	February (2-19)		
				LLC 624313	March (3-5)	113.00	1.14
	Office Expense Total					226.00	2.28
Paper Recycling & Shredding Total						226.00	2.28
UPS		54302 Postage & Delivery Expense :				517.36	5.22
	Shipping	Messenger & Delivery	101 General	LLC 000073Y68E096	February (2-28)		
				LLC 000073Y68E86	February (2-21)	113.03	1.14
				LLC 000073Y68E106	March (3-7)	272.63	2.75
				LLC 000073Y68E116	March (3-14)	629.15	6.35
			280 SPED	LLC 0000V9159W086	February (2-21)	241.80	4.22
				LLC 0000V9159W096	February (2-28)	120.69	2.11
				LLC 0000V9159W106	March (3-7)	414.55	7.23
				LLC 0000V9159W116	March (3-14)	351.85	6.14
	Shipping Total					2,661.06	35.16
UPS Total						2,661.06	35.16
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7330884-0283-5	March	171.31	1.73
				LLC 7330899-0283-3	March	197.01	1.99
	Operations and Housekeeping Services Total					368.32	3.72
Waste Management Total						368.32	3.72
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor :				3,417.00	787.75
	Legal Fees	Legal	101 General	LLC 21319	February		
	Legal Fees Total					3,417.00	787.75
Law Offices of Young, Minney & Corr, LLP Total						3,417.00	787.75
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				3,290.00	33.21
Supreme Facility Services, Inc.		Maintenance	101 General	LLC 4766	March		
	Operations and Housekeeping Services Total					3,290.00	33.21
Supreme Facility Services, Inc. Total						3,290.00	33.21
		52802 Office Supplies Expense : Office				571.50	5.77
Amazon	Office Expense	Supplies - COS	101 General	113-9561032-9117024	February		
				114-0841108-0913014	February	280.72	2.83
				111-5850370-4187441	March	55.02	0.56
				111-3649570-2165829	March	83.64	0.84
				114-4333052-0708245	March	13.02	0.13
				114-7065640-2685069	March	148.39	1.50
				111-7380432-4608239	March	191.90	1.94
				111-3043557-4449857	March	4.58	0.05
				111-0909404-3936266	March	39.12	0.39
	Office Expense Total					1,387.89	14.01
Amazon Total						1,387.89	14.01
		53801 Phone & Internet Expense :		LLC 80557846671578		1,335.33	13.48
AT&T Mobility	Communications	Telephone	101 General	022826	March		
				LLC 0817993117	March (3-6)	879.72	8.88
				LLC 5774483110	March	1,761.93	17.78
	Communications Total					3,976.98	40.14
AT&T Mobility Total						3,976.98	40.14
		51806 Professional Svcs & Outside Labor :				5,370.96	54.21
AppleOne Employment Services	Outside Service	Outside Labor/Temporary Help	101 General	LLC 01-7249408	February (2-14)		
				LLC 01-7253536	February (2-21)	4,105.20	41.44
				LLC 01-7257124	February (2-28)	6,923.44	69.88
				LLC 01-7261900	March (3-7)	8,832.69	89.15
				LLC 01-7265484	March (3-14)	12,642.57	127.61
	Outside Service Total					37,874.86	382.29
AppleOne Employment Services Total						37,874.86	382.29
		55801 Dues, Memberships & Research Svcs				1,498.00	114.84
Bill.com	Dues and Memberships	: Memberships	101 General	26034981376	March		
	Dues and Memberships Total					1,498.00	114.84
Bill.com Total						1,498.00	114.84
		51801 Professional Svcs & Outside Labor :				20,500.00	206.92
Smile From The Inside, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 2237	March		
	Outside Service-General Total					20,500.00	206.92
Smile From The Inside, Inc. Total						20,500.00	206.92
		51801 Professional Svcs & Outside Labor :				2,520.75	22.50
Certified Languages International	Outside Service-General	Other Professional Services	320 Supp- ELD Services	LLC 74586022826	February		
	Outside Service-General Total					2,520.75	22.50
Certified Languages International Total						2,520.75	22.50
		51801 Professional Svcs & Outside Labor :				12,201.32	0.00
Document Tracking Services	Outside Service-General	Other Professional Services	320 Supp- ELD Services	LLC T-930650095	February		
			410 SUPP - Transcripts	LLC FT9306553	February	1,350.00	0.00
	Outside Service-General Total					13,551.32	0.00
Document Tracking Services Total						13,551.32	0.00
		56410 Program Fees & Other Instructional :				1,749.94	0.00
Apple Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC MC50637928	February (2-9)		
				LLC MC53776330	February (2-25)	899.97	0.00
				LLC MC56979763	March (3-11)	1,299.95	0.00
	Non K12 Curriculum Total					3,949.86	0.00
Apple Inc. Total						3,949.86	0.00
		53801 Phone & Internet Expense :				1,922.14	19.40
Comm-Core	Communications	Telephone	101 General	LLC 1114115	March		
	Communications Total					1,922.14	19.40
Comm-Core Total						1,922.14	19.40
		51801 Professional Svcs & Outside Labor :				5,626.30	56.79
DataBasics, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 0816257	February		
	Outside Service-General Total					5,626.30	56.79
DataBasics, Inc. Total						5,626.30	56.79
		56504 Program Fees & Other Instructional :				870.55	8.79
Verizon Wireless	Telephone - Adminstration	Admin - Telephone	101 General	LLC 6137633899	February		
	Telephone - Adminstration Total					870.55	8.79
Verizon Wireless Total						870.55	8.79
		52802 Office Supplies Expense : Office				464.63	4.69
BlueTriton Brands, Inc	Office Expense	Supplies - COS	101 General	LLC 06C8710033059	March		
	Office Expense Total					464.63	4.69
BlueTriton Brands, Inc Total						464.63	4.69
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				167.40	1.69
Orkin		Maintenance	101 General	LLC 290473471	February (2-27)		
	Operations and Housekeeping Services Total					167.40	1.69
Orkin Total						167.40	1.69

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
				LLC 8000-9090-1005-		27,702.26	279.61
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	2145 031626	March (3-16)		
	Postage Total					**27,702.26**	**279.61**
Pitney Bowes Bank Inc Purchase Power Total						**27,702.26**	**279.61**
		52802 Office Supplies Expense : Office				1,045.74	10.56
Pitney Bowes Global Financial Services	Office Expense	Supplies - COS	101 General	LLC 3107715444	March (3-5)		
	Office Expense Total					**1,045.74**	**10.56**
Pitney Bowes Global Financial Services Total						**1,045.74**	**10.56**
		56410 Program Fees & Other Instructional :				57.00	0.58
Zoom Video Communications, Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV346267499	March (3-18)		
	Non K12 Curriculum Total					**57.00**	**0.58**
Zoom Video Communications, Inc. Total						**57.00**	**0.58**
		51817 Professional Svcs & Outside Labor :				8,879.00	154.91
AXIS Teletherapy	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 4286	February		
	Subagreements for Services Total					**8,879.00**	**154.91**
AXIS Teletherapy Total						**8,879.00**	**154.91**
		52802 Office Supplies Expense : Office				189.17	1.91
Quill Corporation	Office Expense	Supplies - COS	101 General	LLC 47743173	February (2-10)		
				LLC 47743201	February (2-10)	153.37	1.55
				LLC 47976451	February (2-27)	943.59	9.52
				LLC 48035535	March (3-4)	199.51	2.01
	Office Expense Total					**1,485.64**	**15.00**
Quill Corporation Total						**1,485.64**	**15.00**
		53302 Rent and Utilities : Utilities, CAM, and		LLC 700203189681		2,468.06	24.91
Southern California Edison	Utilities	Real Estate	101 General	031326	March (3-13)		
	Utilities Total					**2,468.06**	**24.91**
Southern California Edison Total						**2,468.06**	**24.91**
		51801 Professional Svcs & Outside Labor :				7,500.00	75.70
FusionPlus Inc	Outside Service-General	Other Professional Services	101 General	LLC INV-1032	March (3-1)		
	Outside Service-General Total					**7,500.00**	**75.70**
FusionPlus Inc Total						**7,500.00**	**75.70**
		56410 Program Fees & Other Instructional :				5,100.00	78.86
NCS Pearson, Inc.	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC 31312471	February (2-27)		
	Non K12 Curriculum Total					**5,100.00**	**78.86**
NCS Pearson, Inc. Total						**5,100.00**	**78.86**
		56313 Program Fees & Other Instructional :				3,240.00	0.00
Solution Tree	Teacher Training	Program Fees - Professional Development	560 Title I	LLC S337778	February (2-18)		
				LLC S337990	February (2-23)	2,800.00	0.00
	Teacher Training Total					**6,040.00**	**0.00**
Solution Tree Total						**6,040.00**	**0.00**
Doctors Wellness Company LLC dba		51801 Professional Svcs & Outside Labor :				295.00	2.98
WellnessMart MD	Outside Service-General	Other Professional Services	101 General	LLC INV-0016735	February		
	Outside Service-General Total					**295.00**	**2.98**
Doctors Wellness Company LLC dba WellnessMart MD Total						**295.00**	**2.98**
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				489.02	4.94
Everon, LLC	Services	Maintenance	101 General	LLC 160492159	March		
				LLC 160162881	January	476.84	4.81
				LLC 160651130	March (3-9)	489.02	4.94
	Operations and Housekeeping Services Total					**1,454.88**	**14.68**
Everon, LLC Total						**1,454.88**	**14.68**
		51801 Professional Svcs & Outside Labor :				3,680.00	37.14
The Back Room Inc	Outside Service-General	Other Professional Services	101 General	LLC INV-4205	January		
	Outside Service-General Total					**3,680.00**	**37.14**
The Back Room Inc Total						**3,680.00**	**37.14**
		56321 Program Fees & Other Instructional :				3,399.00	0.00
Green Hasson & Janks LLP	Accounting Fees	Program Fees - Accounting	101 General	LLC 38863	February 92-21)		
	Accounting Fees Total					**3,399.00**	**0.00**
Green Hasson & Janks LLP Total						**3,399.00**	**0.00**
		56334 Program Fees & Other Instructional :				18.90	0.00
Avant Assessment, LLC.	Materials and Supplies	Program Fees - Non K12 Teacher Materials	800 A-G Completion	LLC 35677	November (11-11)		
				LLC 41602	August (8-22)	756.00	0.00
	Materials and Supplies Total					**774.90**	**0.00**
Avant Assessment, LLC. Total						**774.90**	**0.00**
		51806 Professional Svcs & Outside Labor :				535.74	9.35
Barrington Staffing Services	Outside Service	Outside Labor/Temporary Help	280 SPED	LLC 45424	February (2-22)		
				LLC 45445	March (3-1)	1,245.13	21.72
				LLC 45466	March (3-8)	1,383.61	13.97
				LLC 45486	March (3-15)	1,381.55	24.10
	Outside Service Total					**4,546.03**	**69.14**
Barrington Staffing Services Total						**4,546.03**	**69.14**
		56410 Program Fees & Other Instructional :				2,499.00	25.22
Crisis Prevention Institute	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC NAIN-215774	February (2-18)		
	Non K12 Curriculum Total					**2,499.00**	**25.22**
Crisis Prevention Institute Total						**2,499.00**	**25.22**
		51817 Professional Svcs & Outside Labor :				4,680.00	0.00
Effectual Educational Consulting Service	Subagreements for Services	Special Education Professional Services	101 General	LLC 13635	December		
				LLC 13707	January	1,040.00	0.00
			280 SPED	LLC 13636	December	2,362.50	0.00
				LLC 13637	December	6,600.00	115.15
				LLC 13706	January	6,031.25	192.11
				LLC 13708	January	6,600.00	115.15
	Subagreements for Services Total					**27,313.75**	**422.41**
Effectual Educational Consulting Service Total						**27,313.75**	**422.41**
		56410 Program Fees & Other Instructional :				2,754.00	0.00
Everway LLC	Non K12 Curriculum	Program Fees - Non K12 Curriculum	280 SPED	LLC 00273406N	December (12-3)		
	Non K12 Curriculum Total					**2,754.00**	**0.00**
Everway LLC Total						**2,754.00**	**0.00**
		51817 Professional Svcs & Outside Labor :				4,274.25	0.00
Expedited Reports	Subagreements for Services	Special Education Professional Services	280 SPED	LLC INVOICE001241	February (2-16)		
	Subagreements for Services Total					**4,274.25**	**0.00**
Expedited Reports Total						**4,274.25**	**0.00**
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	* (80Line 30) 101 General	LLC 2601160	January (1-27)	36.66	0.37
				LLC 2602168	February (2-28)	4,088.76	41.27
	Postage Total					**4,125.42**	**41.64**
		52801 Office Supplies Expense : Business				243.50	2.46
	Printing Expense	Expense/Printing & Reproduction	* (80Line 30) 101 General	LLC 2601160	January (1-27)		
				LLC 2602168	February (2-28)	2,881.00	29.08
	Printing Expense Total					**3,124.50**	**31.54**
Integration Inc. Total						**7,249.92**	**73.18**
ParentSquare Inc.	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 2024-18816	July (7-1)	6,094.35	766.67
	Prepaid Other Total					**6,094.35**	**766.67**

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
ParentSquare Inc. Total						**6,094.35**	**766.67**
School Pathways LLC	**Prepaid Other**	13514 Prepaid Other	**101 General**	LLC INV-140-09842	February (2-27)	1,333.40	0.00
	Prepaid Other Total					**1,333.40**	**0.00**
School Pathways LLC Total						**1,333.40**	**0.00**
		51801 Professional Svcs & Outside Labor :				2,926.00	29.53
Storbeck Search LLC	**Outside Service-General**	Other Professional Services	**101 General**	LLC INV-20634	February (2-28)		
	Outside Service-General Total					**2,926.00**	**29.53**
Storbeck Search LLC Total						**2,926.00**	**29.53**
		56410 Program Fees & Other Instructional :				3,349.53	0.00
Tech to School	**Non K12 Curriculum**	Program Fees - Non K12 Curriculum	**280 SPED**	LLC MTS79649	February (2-18)		
	Non K12 Curriculum Total					**3,349.53**	**0.00**
Tech to School Total						**3,349.53**	**0.00**
		51817 Professional Svcs & Outside Labor :				96,350.00	0.00
The Stepping Stones Group LLC	**Subagreements for Services**	Special Education Professional Services	**280 SPED**	LLC M0274368	January		
	Subagreements for Services Total					**96,350.00**	**0.00**
The Stepping Stones Group LLC Total						**96,350.00**	**0.00**
		67199 SG&A - Taxes & Licenses Expense :				270.27	2.73
VC Tax Collector	**Sales and Use Tax**	Sales and Use Tax	**101 General**	LLC 202607005219	January (1-16)		
	Sales and Use Tax Total					**270.27**	**2.73**
VC Tax Collector Total						**270.27**	**2.73**
	Program Fees & Other Instructional : Program Fees - School Events Expense					352.88	117.61
John Zavala Inc.		56328 Program Fees & Other Instructional : Program Fees - School Events Expense	**330 SUPP - Engagement**	LLC 1971-ISCPINS	January (1-27)		
	Program Fees & Other Instructional : Program Fees - School Events Expense Total					**352.88**	**117.61**
John Zavala Inc. Total						**352.88**	**117.61**
		51801 Professional Svcs & Outside Labor :				17,623.67	0.00
Language Line Services	**Outside Service-General**	Other Professional Services	**320 Supp- ELD Services**	LLC 11871030	February		
	Outside Service-General Total					**17,623.67**	**0.00**
Language Line Services Total						**17,623.67**	**0.00**
		51817 Professional Svcs & Outside Labor :				580.50	0.00
Backstage Health	**Subagreements for Services**	Special Education Professional Services	**101 General**	LLC INV-024573	February		
	Subagreements for Services Total					**580.50**	**0.00**
Backstage Health Total						**580.50**	**0.00**
		53302 Rent and Utilities : Utilities, CAM, and				1,191.86	12.03
City of Simi Valley	**Utilities**	Real Estate	**101 General**	LLC 71054417	March		
	Utilities Total					**1,191.86**	**12.03**
City of Simi Valley Total						**1,191.86**	**12.03**
		51817 Professional Svcs & Outside Labor :				8,900.00	155.28
Cornerstone Educational Solutions	**Subagreements for Services**	Special Education Professional Services	**200 MH**	LLC INV-1661	October		
	Subagreements for Services Total					**8,900.00**	**155.28**
Cornerstone Educational Solutions Total						**8,900.00**	**155.28**
		56410 Program Fees & Other Instructional :				780.00	0.00
Crick Software	**Non K12 Curriculum**	Program Fees - Non K12 Curriculum	**280 SPED**	LLC 29257	March (3-18)		
	Non K12 Curriculum Total					**780.00**	**0.00**
Crick Software Total						**780.00**	**0.00**
		56313 Program Fees & Other Instructional :				125.74	0.00
HALO Branded Solutions, Inc.	**Teacher Training**	Program Fees - Professional Development	**310 SUPP – CRE**	LLC 8924584	February (2-10)		
	Teacher Training Total					**125.74**	**0.00**
HALO Branded Solutions, Inc. Total						**125.74**	**0.00**
NASSP	**Prepaid Other**	13514 Prepaid Other	**330 SUPP - Engagement**	LLC 9002139923	January (1-16)	385.00	0.00
				LLC 9002139924	January (1-16)	385.00	0.00
	Prepaid Other Total					**770.00**	**0.00**
NASSP Total						**770.00**	**0.00**
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				650.00	6.56
VC Furniture & Facility Services		Maintenance	**101 General**	LLC 1049	March (3-11)		
	Operations and Housekeeping Services Total					**650.00**	**6.56**
VC Furniture & Facility Services Total						**650.00**	**6.56**
		66001 SG&A - Conferences and Events		9FVKXQ62XUY -		205.00	2.07
School Services of California	**Events-Information Sessions**	Expense : Events-Information Sessions	**101 General**	Q5Y82	February		
	Events-Information Sessions Total					**205.00**	**2.07**
School Services of California Total						**205.00**	**2.07**
		55801 Dues, Memberships & Research Svcs				335.14	0.00
Google Workspace	**Dues and Memberships**	: Memberships	**300 Supp**	A86130896419357061	March		
				P1jsepw1	March	1,200.00	0.00
				M4761317444147717	March	234.57	0.00
				P1jtFbql	March	127.71	0.00
	Dues and Memberships Total					**1,897.42**	**0.00**
Google Workspace Total						**1,897.42**	**0.00**
		51304 Travel & Entertainment : Internal				797.53	8.05
Urbane Café	**Internal Meals & Entertainment**	Meals & Entertainment	**101 General**	175730	March		
	Internal Meals & Entertainment Total					**797.53**	**8.05**
Urbane Café Total						**797.53**	**8.05**
Grand Total						**366,989.64**	**4,119.58**

Insight at San Diego
Board Disbursements A/P Payment History
April 01, 2026 - April 30, 2026

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	537,923.94
ADP, Inc.	Payroll Services	209,076.15
Behavior Education Consulting Center	Psychological Services for SPED Students	6,720.00
Cornerstone Educational Solutions	Special Education Contracted Services	4,465.00
Dynamic Hope Schools	Special Education Contracted Services	3,645.74
School Pathways, LLC	Annual Subscription	3,621.32
California Teachers Association	Union Dues	2,600.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	1,794.35
Adapted Child's Play	Special Education Contracted Services	1,385.50
Anchor Counseling & Education Solutions	Special Education Contracted Services	1,151.00
The Stepping Stones Group LLC	Special Education Contracted Services	636.50
Effectual Educational Consulting Service	Special Education Services	495.00
Green Hasson Janks	Audit Fees & Porfessional Services	412.00
State Board of Equalization	Sales Tax	404.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	354.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	300.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	279.00
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	276.00
E-Therapy Intermediate, INC	Special Education Contracted Services	250.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	187.50
SpeechRighter, Inc.	Special Education Contracted Services	135.00
California Department of Education	CA Pre-K Prog Planning & Implementation AB130	3.57
Grand Total		**776,115.57**

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
April 01, 2026 - April 30, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 04.23.2026 - ADP, Inc.(Insight @ San Diego)	Bill	**04/29/2026**	ISSD_APR'26 PYRL #1	ISSD_APR 2026 ADP Payroll #1 (04.01.26 - 04.15.26)	(90,881.30)
	Bill Payment	**04/30/2026**	ACH 04.23.2026	ISSD_APR 2026 ADP Payroll #1 (04.01.26 - 04.15.26)	90,881.30
Bill Payment #ACH 04.10.2026 - ADP, Inc.(Insight @ San Diego)	Bill	**04/17/2026**	ISSD_APR'26 ADP - Benefits	ISSD_APR 2026 ADP – Benefits (April 2026)	(25,256.39)
	Bill Payment	**04/18/2026**	ACH 04.10.2026	ISSD_APR 2026 ADP – Benefits (April 2026)	25,256.39
Bill Payment #ACH 04.09.2026 - ADP, Inc.(Insight @ San Diego)	Bill	**04/21/2026**	ISSD_MAR'26 PYRL #2	ISSD_MAR 2026 ADP Payroll #2 (03.16.26-03.31.26)	(92,938.46)
	Bill Payment	**04/21/2026**	ACH 04.09.2026	ISSD_MAR 2026 ADP Payroll #2 (03.16.26-03.31.26)	92,938.46
					0.00
Bill Payment #3253 - Anchor Counseling & Education Solutions(Insight @ San Diego)	Bill	**04/27/2026**	INV-08454		(294.50)
	Bill Payment	**04/28/2026**	3253		294.50
Bill Payment #3237 - Anchor Counseling & Education Solutions(Insight @ San Diego)	Bill	**04/15/2026**	INV-08396		(231.00)
	Bill	**04/15/2026**	INV-08420		(625.50)
	Bill Payment	**04/16/2026**	3237		856.50
					0.00
Bill Payment #3256 - E-Therapy Intermediate, INC(Insight @ San Diego)	Bill	**04/27/2026**	INV-10524		(62.50)
	Bill Payment	**04/28/2026**	3256		62.50
Bill Payment #3244 - E-Therapy Intermediate, INC(Insight @ San Diego)	Bill	**04/15/2026**	INV-10398		(62.50)
	Bill	**04/15/2026**	INV-10447		(62.50)
	Bill	**04/15/2026**	INV-10466		(62.50)
	Bill Payment	**04/16/2026**	3244		187.50
					0.00
Bill Payment #3258 - The Stepping Stones Group LLC(Insight @ San Diego)	Bill	**04/27/2026**	INV-01524		(301.50)
	Bill Payment	**04/28/2026**	3258		301.50
Bill Payment #3250 - The Stepping Stones Group LLC(Insight @ San Diego)	Bill	**04/15/2026**	INV-01486		(134.00)
	Bill	**04/15/2026**	INV-01513		(201.00)
	Bill Payment	**04/16/2026**	3250		335.00
					0.00
Bill Payment #3259 - TheraStaffers(Insight @ San Diego)	Bill	**04/27/2026**	INV-01126		(124.00)
	Bill Payment	**04/28/2026**	3259		124.00
Bill Payment #3251 - TheraStaffers(Insight @ San Diego)	Bill	**04/15/2026**	INV-01112		(155.00)
	Bill Payment	**04/16/2026**	3251		155.00
					0.00
Bill Payment #3241 - California Teachers Association(Insight @ San Diego)	Bill	**04/15/2026**	Union Dues - 032026		(2,600.00)
	Bill Payment	**04/16/2026**	3241		2,600.00
					0.00
					(354.00)
Bill Payment #3238 - Axis Teletherapy(Insight @ San Diego)	Bill	**04/15/2026**	INV-02662		
	Bill Payment	**04/16/2026**	3238		354.00
					0.00
Bill Payment #3257 - Effectual Educational Consulting Service(Insight @ San Diego)	Bill	**04/27/2026**	INV-12729		(495.00)
	Bill Payment	**04/28/2026**	3257		495.00
					0.00
Bill Payment #ACH 04.29.2026 (Confrmtn # 0-056-891-308) - State Board of Equalization(INSIGHT@SAN DIEGO)	Bill	**04/29/2026**	ISSD_Q3 MAR'25 Qtr End_Use Tax	MAR 2026 Q3 End Use Tax	(404.00)
	Bill Payment	**04/29/2026**	ACH 04.29.2026 (Confrmtn # 0-056-891-308)	MAR 2026 Q3 End Use Tax	404.00
					0.00
Bill Payment #3254 - Bridge The Gap Sped, LLC(Insight @ San Diego)	Bill	**04/27/2026**	INV-00375		(300.00)
	Bill Payment	**04/28/2026**	3254		300.00
					0.00
Bill Payment #3245 - El Paseo Children's Center, Inc.(Insight @ San Diego)	Bill	**04/15/2026**	INV-01531		(1,794.35)
	Bill Payment	**04/16/2026**	3245		1,794.35
					0.00
Bill Payment #3247 - Point Quest Pediatric Therapies, LLC(Insight @ San Diego)	Bill	**04/15/2026**	INV-00346		(276.00)
	Bill Payment	**04/16/2026**	3247		276.00
					0.00
Bill Payment #3252 - Adapted Child's Play(Insight @ San Diego)	Bill	**04/27/2026**	INV-00723		(1,385.50)

Bill Payment #3252 - Adapted Child's Play(Insight @ San	Bill Payment	**04/28/2026**	3252		1,385.50
					0.00
Bill Payment #3242 - Chase Boyle dba Snow					(93.75)
Counseling(Insight @ San Diego)	Bill	**04/15/2026**	INV-01114		
	Bill	**04/15/2026**	INV-01069		(93.75)
	Bill Payment	**04/16/2026**	3242		187.50
					0.00
			INV-003-18471 _ iSSD-		(13,233.00)
Bill Payment #ACH 04.28.2026 - K12 MANAGEMENT INC	Bill	**02/19/2025**	Feb.25-Block	INV-003-18471 _ iSSD-Feb.25-Block	
			INV-003-18521 _ iSSD-		(18,450.00)
	Bill	**02/19/2025**	Feb.25-COM	INV-003-18521 _ iSSD-Feb.25-COM	
			INV-003-18565 _ iSSD-		(12,269.00)
	Bill	**02/19/2025**	Feb.25-MAT	INV-003-18565 _ iSSD-Feb.25-MAT	
			INV-003-18665 _ iSSD-		(19,849.50)
	Bill	**02/21/2025**	Feb.25-OLS	INV-003-18665 _ iSSD-Feb.25-OLS	
			INV-003-18712 _ iSSD-		(10,120.00)
	Bill	**02/21/2025**	Feb.25-StaffOLS	INV-003-18712 _ iSSD-Feb.25-StaffOLS	
			INV-003-18797 _ iSSD-		(451.52)
	Bill	**03/13/2025**	Feb.25-Lease	INV-003-18797 _ iSSD-Feb.25-Lease	
			INV-003-19093 _ iSSD-		(10,560.00)
	Bill	**03/21/2025**	Mar.25-StaffOLS	INV-003-19093 _ iSSD-Mar.25-StaffOLS	
			INV-003-18843 _ iSSD-		(27,810.00)
	Bill	**03/18/2025**	Mar.25-COM	INV-003-18843 _ iSSD-Mar.25-COM	
			INV-003-18889 _ iSSD-		(2,510.00)
	Bill	**03/18/2025**	Mar.25-MAT	INV-003-18889 _ iSSD-Mar.25-MAT	
			INV-003-18936 _ iSSD-		(97,774.50)
	Bill	**03/18/2025**	Mar.25-OLS	INV-003-18936 _ iSSD-Mar.25-OLS	
			INV-003-18971 _ iSSD-		(14,718.00)
	Bill	**03/18/2025**	Mar.25-Block	INV-003-18971 _ iSSD-Mar.25-Block	
			INV-003-19164 _ iSSD-		(7,686.84)
	Bill	**04/15/2025**	Feb.25-SS&T Rev	INV-003-19164 _ iSSD-Feb.25-SS&T Rev	
			INV-003-19483 _ iSSD-		(451.52)
	Bill	**04/21/2025**	Mar.25-Lease	INV-003-19483 _ iSSD-Mar.25-Lease	
			INV-003-19567 _ iSSD-		(10,560.00)
	Bill	**04/23/2025**	Apr.25-StaffOLS	INV-003-19567 _ iSSD-Apr.25-StaffOLS	
			INV-003-19628 _ iSSD-		(19,674.00)
	Bill	**05/12/2025**	Apr.25-SS&T	INV-003-19628 _ iSSD-Apr.25-SS&T	
			INV-003-19663 _ iSSD-		(10,560.00)
	Bill	**05/15/2025**	May.25-COM	INV-003-19663 _ iSSD-May.25-COM	
			INV-003-19756 _ iSSD-		(20,868.00)
	Bill	**05/15/2025**	May.25-OLS	INV-003-19756 _ iSSD-May.25-OLS	
			INV-003-19908 _ iSSD-		(451.52)
	Bill	**05/20/2025**	Apr.25-Lease	INV-003-19908 _ iSSD-Apr.25-Lease	
			INV-003-19954 _ iSSD-		(10,560.00)
	Bill	**05/22/2025**	May.25-StaffOLS	INV-003-19954 _ iSSD-May.25-StaffOLS	
			INV-003-19257 _ iSSD-		(14,150.00)
	Bill	**04/17/2025**	Apr.25-COM	INV-003-19257 _ iSSD-Apr.25-COM	
			INV-003-19306 _ iSSD-		(15.00)
	Bill	**04/17/2025**	Apr.25-MAT	INV-003-19306 _ iSSD-Apr.25-MAT	
			INV-003-19353 _ iSSD-		(19,900.50)
	Bill	**04/17/2025**	Apr.25-OLS	INV-003-19353 _ iSSD-Apr.25-OLS	
			INV-003-19423 _ iSSD-		(13,926.00)
	Bill	**04/17/2025**	Apr.25-Block	INV-003-19423 _ iSSD-Apr.25-Block	
			INV-003-20497 _ iSSD-		(6,145.00)
	Bill	**06/25/2025**	FY24-SS&T True Up	INV-003-20497 _ iSSD-FY24-SS&T True Up	
			INV-003-20024 _ iSSD-		(451.52)
	Bill	**06/10/2025**	May.25-Lease	INV-003-20024 _ iSSD-May.25-Lease	
			INV-003-20081 _ iSSD-		(73,554.00)
	Bill	**06/17/2025**	May.25-SS&T	INV-003-20081 _ iSSD-May.25-SS&T	
			INV-003-20105 _ iSSD-		(7,700.00)
	Bill	**06/17/2025**	Jun.25-COM	INV-003-20105 _ iSSD-Jun.25-COM	
			INV-003-20228 _ iSSD-		(24,621.00)
	Bill	**06/17/2025**	Jun.25-OLS	INV-003-20228 _ iSSD-Jun.25-OLS	
			INV-003-20257 _ iSSD-		(13,354.00)
	Bill	**06/17/2025**	Jun.25-Block	INV-003-20257 _ iSSD-Jun.25-Block	
			INV-003-20450 _ iSSD-		(1,540.00)
	Bill	**06/23/2025**	Jun.25-StaffOLS	INV-003-20450 _ iSSD-Jun.25-StaffOLS	
			INV-003-19990 _ iSSD-		(3,997.48)
	Bill	**05/21/2025**	FY2024-2025-STAR360	INV-003-19990 _ iSSD-FY2024-2025-STAR360	
			INV-003-20571 _ iSSD-		(36,306.04)
	Bill	**07/14/2025**	Jun.25-SS&T	INV-003-20571 _ iSSD-Jun.25-SS&T	
			INV-003-19822 _ iSSD-		(13,706.00)
	Bill	**05/19/2025**	May.25-Block	INV-003-19822 _ iSSD-May.25-Block	
	Bill Payment	**04/28/2026**	ACH 04.28.2026	APR 2026 K12 Payment	537,923.94
Amount Unapplied - Bill Payment #ACH 04.28.2026 - K12 MANAGEMENT INC					(0.00)
					(0.00)

K12 : SA : Full Financials CA Node : CAVAISSD
Board Disbursements A/P Payment History by Vendor
April 01, 2026 - April 30, 2026

Bill Payment #3239 - Behavior Education Consulting Center(Insight @ San Diego)				(6,720.00)
	Bill	**04/15/2026**	INV-00269	
	Bill Payment	**04/16/2026**	3239	6,720.00
				0.00
Bill Payment #3240 - California Department of Education(Insight @ San Diego)				(3.57)
	Bill	**04/15/2026**	20260320-ISSD	
	Bill Payment	**04/16/2026**	3240	3.57
				0.00
Bill Payment #3243 - Cornerstone Educational Solutions(Insight @ San Diego)				(4,465.00)
	Bill	**04/15/2026**	INV-00721	
	Bill Payment	**04/16/2026**	3243	4,465.00
				0.00
Bill Payment #3246 - Green Hasson Janks(Insight @ San Diego)				(412.00)
	Bill	**04/15/2026**	40828	
	Bill Payment	**04/16/2026**	3246	412.00
				0.00
Bill Payment #3248 - School Pathways, LLC(Insight @ San Diego)				(943.93)
	Bill	**04/15/2026**	INV-140-09940	
	Bill	**04/15/2026**	INV-140-10092	(2,677.39)
	Bill Payment	**04/16/2026**	3248	3,621.32
				0.00
Bill Payment #3249 - SpeechRighter, Inc.(Insight @ San Diego)				(135.00)
	Bill	**04/15/2026**	INV-00485	
	Bill Payment	**04/16/2026**	3249	135.00
				0.00
Bill Payment #3255 - Dynamic Hope Schools(Insight @ San Diego)				(3,645.74)
	Bill	**04/27/2026**	2638	
	Bill Payment	**04/28/2026**	3255	3,645.74
				0.00
				(0.00)
			Total	**776,115.57**

Transaction Summary
Insight at San Diego

Vendor	Amount
Law Offices of Young, Minney & Corr, LLP	1,914.97
AppleOne Employment Services	401.80
Document Tracking Services	400.00
Effectual Educational Consulting Service	345.66
Smile From The Inside, Inc.	206.92
Pitney Bowes Bank Inc Purchase Power	189.45
Bill.com	114.84
FusionPlus Inc	75.70
Barrington Staffing Services	73.40
DataBasics, Inc.	64.60
De Lage Landen Financial Services Inc.	56.49
Certified Languages International	52.50
Pitney Bowes Global Financial Services	42.72
UBEO Business Services	41.96
AT&T Mobility	38.39
The Back Room Inc	37.14
Supreme Facility Services, Inc.	33.21
UPS	22.59
Crisis Prevention Institute	21.65
Comm-Core	19.43
DROPBOX, INC.	18.17
Southern California Edison	17.57
Jose's Gardening Services	12.11
Quill Corporation	10.18
Ontario Refrigeration	9.98
Verizon Wireless	8.88
Domino's	8.08
ULINE	7.37
Everon, LLC	4.94
BlueTriton Brands, Inc	4.77
Doctors Wellness Company LLC dba WellnessMart MD	4.38
Costco	3.79
Waste Management	3.72
County Fire Protection	3.30
Amazon	3.05
NCS Pearson, Inc.	2.55
Paper Recycling & Shredding	2.28
Nothing Bundt Cake	1.77
Orkin	1.69
Grand Total	**4,281.99**

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				113.00	1.14
	Office Expense	Supplies - COS	101 General	LLC 625506	March (3-19)		
				LLC 626608	April (4-2)	113.00	1.14
	Office Expense Total					226.00	2.28
Paper Recycling & Shredding Total						226.00	2.28
UPS		54302 Postage & Delivery Expense :				201.98	2.04
	Shipping	Messenger & Delivery	101 General	LLC 000073Y68E126	March (3-21)		
				LLC 000073Y68E136	March (3-28)	260.94	2.63
				LLC 000073Y68E146	April (4-4)	451.58	4.56
				LLC 000073Y68E156	April (4-11)	162.11	1.64
				LLC 000073Y68E166	April (4-18)	217.09	2.19
			280 SPED	LLC 0000V9159W126	March (3-21)	281.47	2.84
				LLC 0000V9159W136	March (3-28)	188.22	1.90
				LLC 0000V9159W146	April (4-4)	202.15	2.04
				LLC 0000V9159W156	April (4-11)	65.93	0.67
				LLC 0000V9159W166	April (4-18)	240.75	2.09
	Shipping Total					2,272.22	22.59
UPS Total						2,272.22	22.59
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7365676-0283-3	April	171.31	1.73
				LLC 7365691-0283-2	April	197.01	1.99
	Operations and Housekeeping Services Total					368.32	3.72
Waste Management Total						368.32	3.72
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor :				8,306.50	1,914.97
	Legal Fees	Legal	101 General	LLC 21776	March		
	Legal Fees Total					8,306.50	1,914.97
Law Offices of Young, Minney & Corr, LLP Total						8,306.50	1,914.97
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				3,290.00	33.21
Supreme Facility Services, Inc.		Maintenance	101 General	LLC 4795	April		
	Operations and Housekeeping Services Total					3,290.00	33.21
Supreme Facility Services, Inc. Total						3,290.00	33.21
		52802 Office Supplies Expense : Office				34.30	0.35
Amazon	Office Expense	Supplies - COS	101 General	111-6900988-7093019	March		
				111-0315634-0910602	April	32.12	0.32
				111-0297514-0230603	April	14.44	0.15
				111-5441627-0892210	April	111.99	1.13
				111-7038353-1691402	April	79.86	0.81
				111-4739803-8835419	April	19.79	0.20
				111-9090366-2384241	April	10.16	0.10
	Office Expense Total					302.66	3.05
Amazon Total						302.66	3.05
		53801 Phone & Internet Expense :		LLC 80557846671578		535.85	5.41
AT&T Mobility	Communications	Telephone	101 General	032826	March(3-19)		
				LLC 8279194117	March	1,761.93	17.78
				LLC 4605674111	March	1,505.79	15.20
	Communications Total					3,803.57	38.39
AT&T Mobility Total						3,803.57	38.39
		51806 Professional Svcs & Outside Labor :				14,802.00	149.40
AppleOne Employment Services	Outside Service	Outside Labor/Temporary Help	101 General	LLC 01-7268878	March (3-21)		
				LLC 01-7273326	March (3-28)	14,130.73	142.63
				LLC 01-7276208	April (4-4)	10,579.84	106.79
				LLC 01-7280614	March (3-14)	294.72	2.97
	Outside Service Total					39,807.29	401.80
AppleOne Employment Services Total						39,807.29	401.80
		55801 Dues, Memberships & Research Svcs				1,498.00	114.84
Bill.com	Dues and Memberships	: Memberships	101 General	26045511697	April		
	Dues and Memberships Total					1,498.00	114.84
Bill.com Total						1,498.00	114.84
		51801 Professional Svcs & Outside Labor :				20,500.00	206.92
Smile From The Inside, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 2238	April		
	Outside Service-General Total					20,500.00	206.92
Smile From The Inside, Inc. Total						20,500.00	206.92
		51801 Professional Svcs & Outside Labor :				2,731.50	52.50
Certified Languages International	Outside Service-General	Other Professional Services	320 Supp- ELD Services	LLC 74586033126	March		
	Outside Service-General Total					2,731.50	52.50
Certified Languages International Total						2,731.50	52.50
		51801 Professional Svcs & Outside Labor :				15,698.75	0.00
Document Tracking Services	Outside Service-General	Other Professional Services	320 Supp- ELD Services	LLC T-930650096	March		
			410 SUPP - Transcripts	LLC FT9306554	March	600.00	400.00
	Outside Service-General Total					16,298.75	400.00
Document Tracking Services Total						16,298.75	400.00
		53801 Phone & Internet Expense :				1,925.26	19.43
Comm-Core	Communications	Telephone	101 General	LLC 1115906	April		
	Communications Total					1,925.26	19.43
Comm-Core Total						1,925.26	19.43
		51801 Professional Svcs & Outside Labor :				6,399.80	64.60
DataBasics, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 0816371	March		
	Outside Service-General Total					6,399.80	64.60
DataBasics, Inc. Total						6,399.80	64.60
		56504 Program Fees & Other Instructional :				879.69	8.88
Verizon Wireless	Telephone - Adminstration	Admin - Telephone	101 General	LLC 6140169996	March		
	Telephone - Adminstration Total					879.69	8.88
Verizon Wireless Total						879.69	8.88
		52802 Office Supplies Expense : Office				472.62	4.77
BlueTriton Brands, Inc	Office Expense	Supplies - COS	101 General	LLC 06D8710033059	March		
	Office Expense Total					472.62	4.77
BlueTriton Brands, Inc Total						472.62	4.77
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				167.40	1.69
Orkin		Maintenance	101 General	LLC 292138726	March (3-26)		
	Operations and Housekeeping Services Total					167.40	1.69
Orkin Total						167.40	1.69
				LLC 8000-9090-1005-		18,769.54	189.45
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	2145 041626	April (4-16)		
	Postage Total					18,769.54	189.45
Pitney Bowes Bank Inc Purchase Power Total						18,769.54	189.45
		52802 Office Supplies Expense : Office				601.53	6.07
Pitney Bowes Global Financial Services	Office Expense	Supplies - COS	101 General	LLC 3107825173	March (3-31)		
				LLC 1029125623	March (3-13)	2,100.00	21.20
				LLC 1029271796	April (4-10)	729.19	7.36

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
Pitney Bowes Global Financial Services	**Office Expense**	52802 Office Supplies Expense : Office	**101 General**	LLC 3107736625	March (3-13)	58.71	0.59
				LLC 1029296352	April (4-15)	742.75	7.50
	Office Expense Total					**4,232.18**	**42.72**
Pitney Bowes Global Financial Services Total						**4,232.18**	**42.72**
		51817 Professional Svcs & Outside Labor :				18,900.00	0.00
AXIS Teletherapy	**Subagreements for Services**	Special Education Professional Services	**280 SPED**	LLC 4369	March		
	Subagreements for Services Total					**18,900.00**	**0.00**
AXIS Teletherapy Total						**18,900.00**	**0.00**
		52802 Office Supplies Expense : Office				120.31	1.21
Quill Corporation	**Office Expense**	Supplies - COS	**101 General**	LLC 48220173	March (3-18)		
				LLC 48220627	March (3-18)	180.47	1.82
				LLC 48330568	March (3-28)	707.69	7.14
	Office Expense Total					**1,008.47**	**10.18**
Quill Corporation Total						**1,008.47**	**10.18**
		53302 Rent and Utilities : Utilities, CAM, and		LLC 700203189681		1,740.29	17.57
Southern California Edison	**Utilities**	Real Estate	**101 General**	041426	March		
	Utilities Total					**1,740.29**	**17.57**
Southern California Edison Total						**1,740.29**	**17.57**
		51801 Professional Svcs & Outside Labor :				7,500.00	75.70
FusionPlus Inc	**Outside Service-General**	Other Professional Services	**101 General**	LLC INV-1033	April		
	Outside Service-General Total					**7,500.00**	**75.70**
FusionPlus Inc Total						**7,500.00**	**75.70**
		56410 Program Fees & Other Instructional :				276.82	2.55
NCS Pearson, Inc.	**Non K12 Curriculum**	Program Fees - Non K12 Curriculum	**280 SPED**	LLC 31347969	March (3-5)		
	Non K12 Curriculum Total					**276.82**	**2.55**
NCS Pearson, Inc. Total						**276.82**	**2.55**
Doctors Wellness Company LLC dba		51801 Professional Svcs & Outside Labor :				434.00	4.38
WellnessMart MD	**Outside Service-General**	Other Professional Services	**101 General**	LLC INV-0017419	March		
	Outside Service-General Total					**434.00**	**4.38**
Doctors Wellness Company LLC dba WellnessMart MD Total						**434.00**	**4.38**
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				489.02	4.94
Everon, LLC	**Services**	Maintenance	**101 General**	LLC 160805672	May		
	Operations and Housekeeping Services Total					**489.02**	**4.94**
Everon, LLC Total						**489.02**	**4.94**
		51801 Professional Svcs & Outside Labor :				3,680.00	37.14
The Back Room Inc	**Outside Service-General**	Other Professional Services	**101 General**	LLC INV-4258	February (2-28)		
	Outside Service-General Total					**3,680.00**	**37.14**
The Back Room Inc Total						**3,680.00**	**37.14**
		51806 Professional Svcs & Outside Labor :				1,380.52	24.09
Barrington Staffing Services	**Outside Service**	Outside Labor/Temporary Help	**280 SPED**	LLC 45506	March (3-22)		
				LLC 45527	March (3-29)	1,104.42	19.27
				LLC 45547	April (4-5)	1,036.29	18.08
				LLC 45594	April (4-19)	1,381.55	11.97
	Outside Service Total					**4,902.78**	**73.40**
Barrington Staffing Services Total						**4,902.78**	**73.40**
		56410 Program Fees & Other Instructional :				2,499.00	21.65
Crisis Prevention Institute	**Non K12 Curriculum**	Program Fees - Non K12 Curriculum	**280 SPED**	LLC NAIN-215778	February (2-18)		
	Non K12 Curriculum Total					**2,499.00**	**21.65**
Crisis Prevention Institute Total						**2,499.00**	**21.65**
		51817 Professional Svcs & Outside Labor :				2,860.00	0.00
Effectual Educational Consulting Service	**Subagreements for Services**	Special Education Professional Services	**101 General**	LLC 13773	February		
			280 SPED	LLC 13772	February	4,687.50	192.11
				LLC 13774	February	8,800.00	153.55
	Subagreements for Services Total					**16,347.50**	**345.66**
Effectual Educational Consulting Service Total						**16,347.50**	**345.66**
		56410 Program Fees & Other Instructional :				3,349.53	0.00
Tech to School	**Non K12 Curriculum**	Program Fees - Non K12 Curriculum	**280 SPED**	LLC MTS79792	March (2-23)		
	Non K12 Curriculum Total					**3,349.53**	**0.00**
Tech to School Total						**3,349.53**	**0.00**
		51817 Professional Svcs & Outside Labor :				146,190.00	0.00
The Stepping Stones Group LLC	**Subagreements for Services**	Special Education Professional Services	**280 SPED**	LLC M0284831	March		
	Subagreements for Services Total					**146,190.00**	**0.00**
The Stepping Stones Group LLC Total						**146,190.00**	**0.00**
		51817 Professional Svcs & Outside Labor :				6,600.00	0.00
Cornerstone Educational Solutions	**Subagreements for Services**	Special Education Professional Services	**280 SPED**	LLC INV-1737	November		
	Subagreements for Services Total					**6,600.00**	**0.00**
Cornerstone Educational Solutions Total						**6,600.00**	**0.00**
		55801 Dues, Memberships & Research Svcs				989.44	0.00
Google Workspace	**Dues and Memberships**	: Memberships	**300 Supp**	9194-6590-6698	April		
	Dues and Memberships Total					**989.44**	**0.00**
Google Workspace Total						**989.44**	**0.00**
		51801 Professional Svcs & Outside Labor :				327.00	3.30
County Fire Protection	**Outside Service-General**	Other Professional Services	**101 General**	LLC 26-33227	April (4-7)		
	Outside Service-General Total					**327.00**	**3.30**
County Fire Protection Total						**327.00**	**3.30**
		55304 Facilities & Equipment Rental				2,866.35	28.93
De Lage Landen Financial Services Inc.	**Equipment Rental Expense**	Expense : Equipment Rental	**101 General**	LLC 596497938	April		
				LLC 596180403	March	2,729.86	27.55
	Equipment Rental Expense Total					**5,596.21**	**56.49**
De Lage Landen Financial Services Inc. Total						**5,596.21**	**56.49**
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				989.00	9.98
Ontario Refrigeration	**Services**	Maintenance	**101 General**	LLC GW38349M	April (4-1)		
	Operations and Housekeeping Services Total					**989.00**	**9.98**
Ontario Refrigeration Total						**989.00**	**9.98**
		55304 Facilities & Equipment Rental				4,157.39	41.96
UBEO Business Services	**Equipment Rental Expense**	Expense : Equipment Rental	**101 General**	LLC 5232260	April (4-13)		
	Equipment Rental Expense Total					**4,157.39**	**41.96**
UBEO Business Services Total						**4,157.39**	**41.96**
		56328 Program Fees & Other Instructional :				3,377.28	0.00
USA Custom Pad Corp	**School Event**	Program Fees - School Events Expense	**101 General**	LLC 95740	April (4-14)		
	School Event Total					**3,377.28**	**0.00**
USA Custom Pad Corp Total						**3,377.28**	**0.00**
Concept 3D, Inc.	**Prepaid Other**	13514 Prepaid Other	**560 Title I**	LLC 23530	April (4-2)	10,382.90	0.00
	Prepaid Other Total					**10,382.90**	**0.00**
Concept 3D, Inc. Total						**10,382.90**	**0.00**
DROPBOX, INC.	**Prepaid Other**	13514 Prepaid Other	**730 CSI**	LLC INV-40132	April (4-18)	1,800.00	18.17
	Prepaid Other Total					**1,800.00**	**18.17**
DROPBOX, INC. Total						**1,800.00**	**18.17**
	Operations and Housekeeping	53400 Rent and Utilities : Repairs and				600.00	6.06
Jose's Gardening Services	**Services**	Maintenance	**101 General**	LLC 3035	February		

Transaction Details
Insight at San Diego

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	i-SD
Jose's Gardening Services	Operations and Housekeeping	53400 Rent and Utilities : Repairs and	101 General	LLC 3040	March	600.00	6.06
	Operations and Housekeeping Services Total					1,200.00	12.11
Jose's Gardening Services Total						1,200.00	12.11
		52802 Office Supplies Expense : Office				729.96	7.37
ULINE	Office Expense	Supplies - COS	101 General	LLC 206735508	April (4-14)		
	Office Expense Total					729.96	7.37
ULINE Total						729.96	7.37
		56328 Program Fees & Other Instructional :		774305471030639020		2,841.83	0.00
Lucky Strike	School Event	Program Fees - School Events Expense	101 General	4882	March		
	School Event Total					2,841.83	0.00
Lucky Strike Total						2,841.83	0.00
		52802 Office Supplies Expense : Office				375.26	3.79
Costco	Office Expense	Supplies - COS	101 General	1272860489	March		
	Office Expense Total					375.26	3.79
Costco Total						375.26	3.79
Doubletree Airport	Lodging	51303 Travel & Entertainment : Lodging	310 SUPP CRE/CTE	2506206 A	April	8,028.15	0.00
	Lodging Total					8,028.15	0.00
Doubletree Airport Total						8,028.15	0.00
		51304 Travel & Entertainment : Internal				768.90	0.00
PayPal (Magic Tymes Photo Booth)	Internal Meals & Entertainment	Meals & Entertainment	101 General	4599829191943852	April		
	Internal Meals & Entertainment Total					768.90	0.00
PayPal (Magic Tymes Photo Booth) Total						768.90	0.00
		56328 Program Fees & Other Instructional :				87.00	0.00
City of Morgan Hill	School Event	Program Fees - School Events Expense	141 CAVA ASB	61911427	April		
				61911735	April	(500.00)	0.00
				04202026	April	500.00	0.00
	School Event Total					87.00	0.00
City of Morgan Hill Total						87.00	0.00
		51304 Travel & Entertainment : Internal				415.38	4.19
Domino's	Internal Meals & Entertainment	Meals & Entertainment	101 General	32	April		
				04222026	April	385.38	3.89
	Internal Meals & Entertainment Total					800.76	8.08
Domino's Total						800.76	8.08
		51304 Travel & Entertainment : Internal				175.70	1.77
Nothing Bundt Cake	Internal Meals & Entertainment	Meals & Entertainment	101 General	058093441	April		
	Internal Meals & Entertainment Total					175.70	1.77
Nothing Bundt Cake Total						175.70	1.77
Grand Total						388,795.49	4,281.99

APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #05

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Establish authority to reallocate special education funding.

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego approve the attached resolution to establish authority to reallocate base special education funding.

BACKGROUND:
El Dorado County Charter SELPA's special education funding allocation plan authorizes Insight Schools of California to change the distribution of state and federal base special education funding to charter LEAs within its authority. Income re-allocation is an important part of the support system for Insight School of California's Special Education program, since it provides the Special Education Department an additional tool to help ensure the School meets and passes Maintenance of Effort (MOE) compliance testing, manages unspent funds, and equalizes local contributions from the Schools within the California Virtual Academies and Insight Schools of California network of schools.

BUDGET IMPLICATIONS:
There are no budget implications.

RECOMMENDATIONS:
It is recommended that the Governing Board approve the attached resolution as presented.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:

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

PRESENTED BY:

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

RESOLUTION TO ESTABLISH AUTHORITY TO REALLOCATE INCOME
FOR
Insight at San Diego

WHEREAS: Pursuant to EC Section 56836.05(b), El Dorado Charter SELPA has the authority to develop an allocation plan to define the distribution of special education funds to charters within the SELPA; and

WHEREAS: The CEO Council of the El Dorado Charter SELPA has approved an allocation plan that provides for the distribution of funds to each Charter LEA in the SELPA, where a charter is defined as having a separate CDS code; and

WHEREAS: The allocation plan further authorizes a CMO or a Non-Profit Corporation operating more than one charter school to change the distribution of state and federal base special education funding to charter LEAs within their authority; and

WHEREAS: Insight Schools of California has approved the reallocation of base special education funding among its charters that are members of the El Dorado County Charter SELPA, and Insight at San Diego is both operated under the authority of the organization named above and a member of the El Dorado County Charter SELPA.

THEREFORE BE IT RESOLVED: That at the close of any fiscal year, base special education funding may be reallocated to or from Insight at San Diego; and

That this authority shall remain in place until changed by further action of this board; and

That reallocation of specific dollar amounts under this authority will be brought to this board for specific action each time it is used.

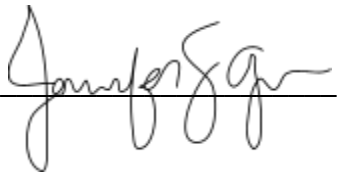
Voice Vote:

Ayes: _____ No: _____

Date: _____

Certification of Board Secretary: _____
Ayes: No: Abstain:

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #06

VIA: INSIGHT STAFF
June 12, 2026

SUBJECT: Approve Re-allocation of Special Education Funding for Fiscal Year 2025-26.

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego approve the attached resolution to reallocate base special education funding for 2025-26.

BACKGROUND:
El Dorado County Charter SELPA's special education funding allocation plan authorizes Insight Schools of California to change the distribution of state and federal base special education funding to charter LEAs within its authority.

BUDGET IMPLICATIONS:
Insight at San Diego will receive an additional $150,000 in base special education funding reallocated from California Virtual Academy at San Diego.

RECOMMENDATIONS:
It is recommended that the Governing Board approve the attached resolution as presented.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:

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

PRESENTED BY:

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

RESOLUTION TO REALLOCATE INCOME FOR FISCAL YEAR 2025-26
FOR
Insight at San Diego

WHEREAS: The board of Insight at San Diego resolved on June 4, 2026 to allow state and federal base special education funding to be reallocated among the charters under the authority of the organization named below; and

WHEREAS: It has been deemed appropriate at this time to reallocate special education income pursuant to this authority.

THEREFORE BE IT RESOLVED: That by October 1, 2026 the income reallocation specified below occur.

SELP Member Charter Names	CDS#	A	B	C	D
		Original State Income Allocation	Adjusted State Income Allocation	Original Federal Income Allocation	Adjusted Federal Income Allocation
California Virtual Academy at San Diego	37-68403-6120893	3,717,373	3,567,373	631,725	631,725
Insight at San Diego	37-68403-0125401	174,233	324,233	37,189	37,189
	TOTALS	3,891,606	3,891,606	668,914	668,914

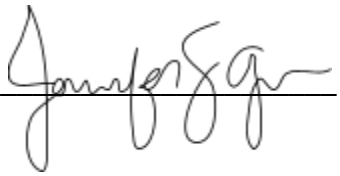
Voice Vote:

Ayes: _____ No: _____

Date: _____

Certification of Board Secretary: _____

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #15

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Authorization to Execute and Submit CalSTRS Charter School Certification Form 0765

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego authorize execution and submission of the attached California State Teachers' Retirement System (CalSTRS) Charter School Certification Form 0765.

BACKGROUND: Pursuant to Notice 2015-07, the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

BUDGET IMPLICATIONS: None

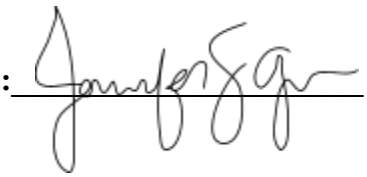
RECOMMENDATIONS: It is recommended the Governing Board authorize the head of school to sign and submit the forms on behalf of Insight at San Diego.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Jennifer Gorin
Coordinator of Board and Charter Governance

PRESENTED BY:
Kimberly Odom
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

CalSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME Insight at San Diego
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 37684030125401
NPBC NAME Insight at San Diego
NPBC MAILING ADDRESS 50 Moreland Road, Simi Valley, CA 93065

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☒ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE Kimberly Odom	
REPRESENTATIVE'S POSITION TITLE Head of School	
REPRESENTATIVE'S EMAIL kimodom@k12insightca.org	
REPRESENTATIVE'S PHONE NUMBER (805) 581-0202	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #16

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Approval of Amended Bylaws for Insight at San Diego

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the amended Bylaws.

BACKGROUND: The amended Bylaws were reviewed by school legal counsel to address current legal updates and CalSTRS certification compliance. Board approval places the updated bylaws into the Board record as a public governing document and supports the school's nonprofit public benefit corporation and public retirement system compliance work.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

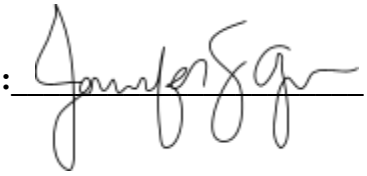
It is recommended that the Governing Board review and approve the amended Bylaws for Insight at San Diego.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Jennifer Gorin
Coordinator of Board and Charter Governance

PRESENTED BY:
Kimberly Odom
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

BYLAWS
OF
INSIGHT at SAN DIEGO

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Insight at San Diego.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 50 Moreland Road, Simi Valley, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Insight at San Diego ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal-tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the-publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates

otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these· bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are- irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. ~~On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).~~ Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors -("Board"). The Board may delegate the management or the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers -shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate

officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

e. Roles and responsibilities of the Board of Directors include:

- Meeting regularly to oversee the management, operation, activities, and affairs of the Insight at San Diego;
- Define, compose, and revise (as needed) the Insight at San Diego 's policies and ensure compliance with its Charter and applicable laws and regulations;
- Financial development and management;
- Fiduciary duties (duty of care and loyalty) owed to the Insight at San Diego;
- Program oversight;
- Coordination of long-term planning;
- Overseeing and evaluating the work of the Head of' Schools;[1]
- Setting a framework for the budget process and authorizing the annual budget;
- Approving large resource expenditures, significant program changes, expansion into new program areas, and building and facility issues;
- School calendar;
- Appointing or dismissing administrators;
- Adopting the annual budget;

[1] The Head of Schools will act in the same capacity as a Superintendent in implementing the actions of the Board of Directors.

- Purchasing or selling of land;
- Locating new buildings or changing the location of the school's administrative offices;
- Creating or increasing indebtedness;
- Adopting online and offline education programs;
- Designating depositories for school funds;
- Entering into contracts where the amount involved exceeds $5,000;
- Approving salaries or compensation of administrators, teachers, or other employees of the Insight at San Diego;
- Entering into contracts with and making appropriations to local school districts, professional service providers, or education service centers; and
- Hold meetings in compliance with the Brown Act.

Section 3. DESIGNATED DIRECTORS AND TERMS. Board members shall not be compensated for their participation on the Board of Directors, and shall not be employees of any service provider or other educational vendor providing services to Insight at San Diego.

Board members shall fulfill all of the reporting requirements governed by the Fair Political Practices Commission. Each Board member shall file Statements of Economic Interest (Form 700) disclosing potential conflicts of interest.

All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least one director as required by the Corporation Code and no more than fifteen directors, unless changed by amendment to these bylaws. Each -director shall- hold office for two years and until a successor director has been designated and qualified.

NAME	EXPIRATION OF TERM
Jack Creedon	Two Years
Lisa Snell	Two Years
Ruben Garcia	Two Years
Shelly Hess	Two Years

The following traits exemplify the characteristics of an Insight at San Diego Board member:

- Clear commitment to the mission and vision of the school and to the welfare of children;
- Experience working with a nonprofit organization in some capacity;
- A reputation for and record of high integrity;
- A successful record of activity in education reform or community building;
- Willingness to serve in one of the following Board areas: policy development, planning, fiscal review, grant writing, staffing, community relations, or school development;

- Proven leadership abilities;
- Familiarity with educational technology;
- Leadership in the community across multiple sectors;
- Integrity and credibility in the community;
- Desires to help the children of California improve their educational prospects and character development;
- Professional educational and/or practical experience, including legal and financial expertise;
- A diversity of backgrounds, interests, and expertise.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for 2 years and until a successor director has been designated and qualified. The term will automatically renew unless resignation is rendered.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SlJPP0RT NOMJNEE. If more people have been nominated for director than can- be elected, no corporation fonds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board gf Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any-court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless

the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10.DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13.NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may-designate that- a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the- meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any

purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if a..11 address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, -and the general nature or the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be

listed on the agenda;[2]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[3]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section22. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

£ Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the corporation is a party and in

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.
[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

which one or more of its directors has a material financial interest.

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any- office because 0Cdeath, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed- in these bylaws £or normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such

other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shalt (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order;

(c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous- arrangement with reasonable effort under the

circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLEX
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Insight at San Diego Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 52J8 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII

INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party,
(ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these -Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that

created the Insight a San Diego or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

•

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Insight at San Diego, a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, are the bylaws of this corporation as adopted by the Board of Directors on ~~September 1, 2017~~; and that these bylaws have not been amended or modified since that date.

Executed on ~~September 1. 2017~~ at San Diego, California.

Dr. Ruben Garcia, Secretary

APPROVED

TO: INSIGHT SCHOOL AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #20

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Approval of Certificate of Amendment of Articles of Incorporation

PROPOSAL: It is proposed that the Governing Board of Insight School at San Diego approve the Certificate of Amendment of Articles of Incorporation.

BACKGROUND: Legal counsel prepared the Certificate of Amendment in connection with CalSTRS and CalPERS compliance work. The certificate updates the Articles of Incorporation so the corporation's governing documents reflect required dissolution language for continued governmental plan compliance.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

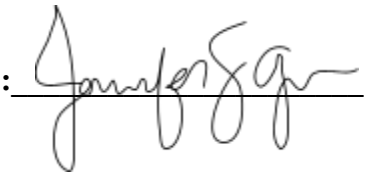
It is recommended that the Governing Board review and approve the Certificate of Amendment of Articles of Incorporation and authorize appropriate officers to execute and file the approved certificate.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Jennifer Gorin
Coordinator of Board and Charter Governance

PRESENTED BY:
Kimberly Odom
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Insight at San Diego, a California nonprofit public benefit corporation, with California Entity Number 3955281.

2. Article VI. of the Articles of Incorporation of this Corporation is amended to read as follows:

> Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____ _____
Kimberly Odom, President

Date: _____ _____
Deena Anthony, Secretary

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT #21

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Ratified Collective Bargaining Agreement

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the proposed Ratified Collective Bargaining Agreement.

BACKGROUND: Insight at San Diego and CVEU have successfully concluded negotiations for the 2026-2027 Collective Bargaining Agreement (CBA). The tentative agreement was ratified by union membership on May 26, 2026.
The agreement includes updates to articles regarding professional work-day work-year and compensation.

BUDGET IMPLICATIONS: The costs associated with the ratified Collective Bargaining Agreement have been incorporated into Insight at San Diego's current and multi-year budget projections and can be accommodated within available resources.

RECOMMENDATIONS:
It is recommended the Governing Board:

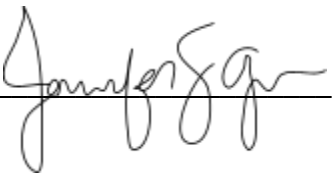
1. Review and approve the ratified CBA;
2. Authorize the Head of Schools to execute all necessary documents

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:
Kimberly Odom
Head of School

PRESENTED BY:
Kimberly Odom
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

Agreement Between

Insight Schools of California

&

California Virtual Educators United

July 1, 2024

To

June 30, 2027

TABLE OF CONTENTS

	Page
Article 1 Agreement	**1**
Article 2 Recognition	**2**
Article 3 Term of Agreement	**3**
Article 4 Union Rights	**4**
Article 5 Organizational Security	**5**
Article 6 Charter School Rights	**6**
Article 7 Grievance Procedure	**7**
Article 8 Evaluation Procedures	**10**
Article 9 Employment Status	**13**
Article 10 Leaves of Absence	**16**
Article 11 Professional Work Day/Work Year	**20**
Article 12 Assignments and Vacancies	**25**
Article 13 Compensation	**27**
Article 14 Health Benefits	**32**
Article 15 Safety	**33**
Appendix A Salary Schedule	
~~Appendix B Reimbursement Policy~~¶	

ARTICLE 1 – AGREEMENT

1.1 This Agreement is between all of the Insight Schools of California ("ISCA") and California Virtual Educators United (CVEU) /CTA/NEA.

1.2 This Agreement is entered into and shall be enforced pursuant to the Educational Employment Relations Act (EERA) of the California Government Code (Sections 3540-3549) as adopted and amended.

ARTICLE 2 - RECOGNITION

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

ARTICLE 3 - TERM OF AGREEMENT

3.1 The term of this Agreement shall be from July 1, 2024, through June 30, 2027.

3.2 Negotiations are closed through the 2025-2026 school year. However, each year thereafter under the Agreement, either party may elect to reopen salary and health benefits and up to two (2) articles each.

3.3 During the term of this Agreement, there shall be no strike by employees or lockout by ISCA or unilateral imposition in the event of exhaustion of impasse procedures. This section of this Article shall lapse at the termination of this Agreement.

ARTICLE 4 - UNION RIGHTS

4.1 Representation Rights: CVEU maintains those rights specified under the EERA to all bargaining unit members.

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

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

4.3 Association Release Time: The Insight Bargaining Chair~~Union officers~~, or designee(s) shall have a combined annual total of five (5) days of release time to perform union responsibilities with no reduction in pay. Union representatives shall provide at least five (5) working days' advance notice to the appropriate supervisor for such release time. This time shall be in addition to release time to which the CVEU President, officers, or designee(s) would otherwise be entitled to under EERA for the purpose of negotiations and attendance at grieving meetings, if necessary.

4.4 CVEU Insight may schedule time to meet with unit members before or after any scheduled professional development agenda meeting time. Union time may also be scheduled during any lunch breaks for such days. The PD agenda shall indicate the time for this meeting.

4.5 Due to the fact that ISCA's onboarding process for new hires is conducted virtually, the following process shall be utilized in order to meet legal requirements for referral by ISCA to the Association:

a. When new hire orientation meeting occurs, CVEU shall be offered up to thirty (30) minutes of time immediately following such meeting in order to hold a voluntary orientation meeting for any newly hired employees.

b. New hires shall not be required by Insight to attend any meeting with CVEU.

ARTICLE 5 - ORGANIZATIONAL SECURITY/DUES

5.1 Voluntary Authorizations: ISCA shall deduct union dues from the salary of each employee who has submitted a written authorization to the union as represented to ISCA by CVEU. Such an authorization shall continue in effect unless revoked in writing by the employee, pursuant to the terms of the written authorization and as provided below.

5.1.1 Insufficient funds. If ISCA's withholdings from an employee's salary in any payroll period are insufficient to meet the amount authorized by the employee for CVEU dues or other assessments, ISCA shall make an appropriate adjustment on a subsequent pay warrant. CVEU agrees to hold ISCA harmless against any claims or liabilities arising out of any such adjustments, as provided in Section 5.4, below.

5.1.2 Changes in amounts deducted. Whenever there is a change in the amount required for payment to CVEU, CVEU will provide ISCA with notification of the change at a time sufficiently prior to the effective date of the change to allow ISCA to make the necessary adjustments and will also provide ISCA with a copy of the notification of the change which was sent to all concerned employees.

5.l.3 Cancellation. Employee requests to cancel or change authorizations for payroll deductions for CVEU shall be directed to CVEU, which will be responsible for processing these requests. ISCA shall rely on information provided by CVEU regarding whether deductions were properly cancelled or changed, and CVEU shall indemnify ISCA for any claims made by the employee for deductions made in reliance on that information, as provided in Section 5.4, below.

5.2 Remitted to the Association: A deposit approximating the amount of dues so deducted shall be remitted to CTA within 30 days after the deductions are made, together with a list of affected employees.

5.3 Exclusive to the Association: Payroll deductions for membership dues from employees shall be exclusive on behalf of CVEU/CTA/NEA, and no dues deductions are to be made on behalf of any other employee organization as defined in Goven1ment Code 3540.l (d).

5.4 Indemnity/Hold-Harmless: CVEU agrees to indemnify and hold ISCA harmless against any and all liabilities, (including reasonable and necessary costs of litigation), arising from any and all claims, demands, suits, or other actions relating to ISCA's compliance or attempted compliance with either this Article or the requests of CVEU pursuant to this Article.

ARTICLE 6 - CHARTER SCHOOL RIGHTS

6.1 Except as limited by this collective bargaining agreement, it is understood and agreed that ISCA retains all of its powers and authority to direct, manage and control its operations to the full extent of the law.

6.2 Subject to the provisions of this Agreement, ISCA's rights include, but are not limited to, the following:

- All management rights pursuant to law;
- Determine the organization's intention and overall program design, including determination of the curriculum and related educational policies and methods of instruction;
- Establish educational policies with respect to admitting students;
- Hire, classify, assign, evaluate, supervise, promote, terminate, and discipline unit members;
- Determine the number of personnel and kinds of personnel required;
- Ensure the rights and educational opportunities of all students;
- Maintain Board operations;
- Build, move or modify facilities;
- Establish budget procedures and determine budgetary allocations;
- Determine the methods of raising revenue;
- Contract out work and take action on any matter, consistent with any limitations in this Agreement.
- Tracking of time during the work day using computer-based software, VoIP phones, or other identified tracking systems.

6.3 The exercise of the foregoing powers, rights, authority, duties, responsibilities by ISCA, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

ARTICLE 7 - GRIEVANCE PROCEDURE

7.1 Definitions & General Conditions

A. A grievance is a claim by one or more of the members of CVEU or by CVEU on behalf of its members or itself, that there has been a violation, misapplication, or misinterpretation of the Agreement.

B. All matters and disputes which do not fall within the above definition of a grievance are excluded from this grievance process. Also excluded from this grievance process are those matters so indicated elsewhere in this Agreement.

C. The respondent in any grievance shall be ISCA itself rather than any individual administrator. Processing and discussing the merits of a grievance shall not be considered a waiver by ISCA of a defense that the matter is not arbitrable or should be denied for other reasons that do not go to the merits.

D. As used herein, "day" refers to a regular certificated workday when ISCA is open for business as a regular workday for a majority of ISCA unit members.

E. The Grievant and CVEU representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meeting with ISCA.

F. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.

G. Any resolution agreements at the formal level shall be subject to approval of CVEU.

7.2 Informal Procedure

A. The grievant shall first discuss the grievance with the appropriate administrator, either directly or accompanied by a Union representative, with the object of resolving the matter informally. The grievant may authorize a CVEU representative to represent him/her.

B. This discussion must be requested within fifteen (15) days of the alleged violation or within fifteen (15) days of when the grievant had knowledge of the facts concerning the alleged violation.

7.3 Level 1: Formal Procedure

A. If the matter is not resolved informally, the grievant may submit the claim in writing as a formal grievance no later than fifteen (15) days after the informal conference.

B. Unless reasonably impracticable, within five (5) days after receipt of the written grievance by the appropriate administrator, the administrator shall meet with the

aggrieved and, if requested by the grievant, a CVEU representative, in an effort to resolve the matter. This meeting may take place virtually unless both parties agree to a meeting in person.

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

7.4 Level 2: Formal Procedure

A. Within five (5) days of receipt of the decision at Level 1, or if no decision is rendered within the required time, if the grievant is not satisfied with the decision, the grievance may be appealed to the Head of Schools.

B. Unless reasonably impracticable, within ten (10) days of receiving the appeal, the Head of Schools shall meet with the aggrieved unit member and, if requested by the grievant, a CVEU representative, in an effort to resolve the grievance.

C. Within five (5) days of the meeting, the Head of Schools shall respond with a decision in writing.

7.5 Level 3: Mediation & Arbitration

A. If both CVEU and ISCA agree to attempt a mediated settlement, then the matter will be submitted to mediation by utilizing the State Mediation & Conciliation Service ("SMCS") or any other mutually agreeable mediation service.

B. If mediation is utilized and does not result in a resolution of the grievance, CVEU in its own discretion may submit the grievance to final and binding arbitration by utilizing SMCS.

C. If the grievant is not satisfied with the decision rendered at level 2, and the parties do not mutually agree to mediation, then CVEU in its own discretion may submit the grievance to final and binding arbitration by utilizing SMCS or any other mutually agreeable mediation service.

D. In arbitration, either party may request from the other the production, review and right to copy non-confidential documents relevant to the grievance. In addition, the parties shall, at least five (5) days prior to the first hearing date, exchange lists of their intended witnesses.

E. The conduct of the hearing shall be at the discretion of the arbitrator who shall be governed by commonly accepted rules of procedure for holding arbitration hearings.

F. The arbitrator shall have no power to add to, subtract from, disregard, alter, amend or modify any provisions of this Agreement or impose any limitations or obligations not specifically provided for under the terms of this Agreement.

G. The arbitrator's award shall be final and binding upon the grievant(s), ISCA, and CVEU. The California law on final and binding arbitration awards shall be

applicable to such a decision.

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

7.6 Miscellaneous

A. The grievant and CVEU representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meetings with ISCA.

B. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.

ARTICLE 8 - EVALUATION PROCEDURES

1. Purpose

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

2. Evaluation System

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

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

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

3. Annual Timeline

- November: ISCA administration notifies unit members who will be evaluated as well as identifies the assigned evaluator, and initial observations will commence.

- January- March: Evaluators complete evaluation conferences with unit members to be evaluated.

4. Frequency of Evaluation

A. Probationary unit members will be formally evaluated every year for the first two (2) years of employment (until they receive just cause status).

B. A formal observation shall be conducted every other year for such unit members once they reach permanency.

C. Insofar as employment is continued for a unit member receiving either a basic (needs development) or an unsatisfactory formal evaluation rating, such unit members will off cycle for evaluation, but will be subject to the annual evaluation process as noted herein.

D. Unit members may receive ongoing feedback and informal observations.

5. Evaluator

A. The School will assign the administrator designated to complete the evaluation and report that assignment to the unit member as early as practicable but no later than 30 calendar days prior to the evaluation conference.

B. A unit member may not evaluate another unit member.

6. Process for Evaluation

A. Goal Setting Conference

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

B. Informal Observations

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

C. Formal Observations

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

D. Correcting Deficiencies

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

- Provide notification of the serious concerns along with an explanation of concerns.

- Schedule a meeting to discuss improvement. At this time, specific areas of concern shall be identified along with suggestions or directives for improvement.

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

7. Summative/Final Evaluation Report

A. The Head of School or designated administrator shall produce the Final Formal Evaluation of each unit member employed at the time for such evaluations, based upon information gathered from formal observation(s), informal observation(s), and the unit member's evidence.

B. Final evaluation forms shall include a performance rating that will serve as the official record documenting the unit member's performance. The final evaluation form shall utilize the following performance ratings:

i. Exceeds Expectations
ii. Meets Expectations
iii. Needs Development

C. A final evaluation conference between the unit member and evaluator shall be held no later than thirty (30) calendar days prior to the last day of the unit member's work year. Each unit member will be informed prior to the final conference if they will be receiving an unsatisfactory or basic evaluation and have the right to be accompanied by a union representative. Unit members will receive initial written evaluation at least forty-eight (48) hours prior to scheduled evaluation meeting.

D. The unit member shall have ten (10) calendar days to review and sign the evaluation and add a written response. Any written response of the unit member to the evaluation shall be attached to the evaluation and included in the unit member's personnel file. The signature of the unit member shall indicate receipt of the document, not necessarily agreement therewith.

E. In the case of serious concerns noted in the summative/final evaluation, if employment continues, the evaluator shall:

- Provide notification of the serious concerns along with an explanation of concerns.

- Schedule a meeting to discuss improvement. At this time, specific areas of concern shall be identified along with suggestions or directives for improvement.

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

8. Employment Status Not Affected by This Article

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

article entitled, “Employment Status.”

ARTICLE 9 - EMPLOYMENT STATUS

9.1 Probationary Period

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

9.2 Reduction in Force

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

1. Previous performance evaluation – (35 points possible)
   a. Exceeds Expectations = 35 Points
   b. Meets Expectations = 25 Points
   c. Needs Improvement = 0 Points

2. Experience - (35 Points possible)
   a. ISCA Experience (30 points possible)
      Two (2) points shall be awarded for each complete year of ISCA service up to 15.
   b. Other Certificated Experience (5 points possible)
      1. 3 years or more – 5 points

3. Specialized Student/School Services - (30 points possible accrued anytime during employment with Insight)
   a. Oversee/Facilitate Student Support Groups/Charter Advocacy – 15 points
   b. Moderate Student Clubs – 5 points
   c. WASC Committee Lead – 5 points
   d. Participation in School Committees – 5 points

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

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

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

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

9.3.1 General Provisions

The following independently or collectively are causes for discipline:

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

9.3.2 For Cause Suspension or Dismissal Process

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

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

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

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

9.4 Reference to or Reliance upon the Education Code

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

ARTICLE 10 - LEAVES OF ABSENCE

10.1 Sick Leave

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

10.1.1 All full-time unit members shall accrue paid sick leave at the rate of 0.5 days per pay period. Upon hire and up to the end of the first quarter of the school year, a unit member may utilize up to 22.5 hours of unaccrued sick time subject to the conditions defined herein. If any applicable local ordinance requires a greater amount of time be provided at the beginning of any school or fiscal year, ISCA shall comply and accrual shall commence in a manner to ensure the unit member does not exceed eleven (11) days per school year. Unused sick leave carries over from year to year. Part-time unit members shall accrue sick leave on a prorated basis. Unit members will not be paid for unused sick time upon separation from employment. ISCA shall credit transfers of unused sick leave for new employees upon hire if the immediate previous service is with a public school employer, and the previous school employer agrees to transfer such leave to ISCA.

10.1.2 Leave may be used for personal injury or illness of the unit member or an immediate family member. Immediate family includes parent, spouse, domestic partner, child, grandchild, brother, sister or grandparent by blood or by marriage. Sick leave may also be used for purposes relating to a unit 1nember being a victim of domestic violence, sexual assault, or stalking.

10.1.3 Unit members must use sick leave for a minimum of two (2) hour increments.

10.1.4 Unit members are expected to call Human Resources or their designated supervisor prior to the start of each workday to report an absence. For absences of three (3) consecutive work days or more, ISCA may require physician verification. If requested, unit members may be expected to present a physician's statement certifying the unit member's fitness to return to duty after illness.

10.1.5 Upon retirement, the unit member's accrued sick leave, if any, may be applied toward service credit in accordance with the State Teachers Retirement System ("STRS") regulations.

10.1.6 Personal Necessity Leave

10.1.6.1 All unit members may use up to seven (7) days of sick leave for personal necessity leave per year.

10.1.6.2 Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the unit member's immediate family (this is in addition to Bereavement Leave), an accident involving the unit member's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an unit member who is the parent of the child to be absent from his/her position during work hours,

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

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

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

10.2 Unpaid Leave of Absence

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

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

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

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

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

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

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

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

10.4 Industrial Illness/Workers' Compensation

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

10.5 Bereavement Leave

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

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

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

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

10.6 Jury Duty and Witness Leave

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

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

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

10.7 Military and Military Spousal Leave of Absence

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

10.8 Other Statutory Leaves of Absence

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

10.9 Catastrophic Illness or Injury Leave

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

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

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

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

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

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

ARTICLE 11 - PROFESSIONAL WORK DAY/WORK YEAR

11.1 Work Day

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

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

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

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

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

11.2 Work Year

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

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

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

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

11.3 Required Teaching Hours

Teaching is defined as planned standards-based, teacher-led activities designed to ensure student learning of ISCA adopted curriculum consistent with the California state

standards. Teaching also includes administratively scheduled and unscheduled/flex instructional teaching time.

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

- English Language Arts, Mathematics, History and Science: up to fifteen (15) hours of administratively scheduled instruction.

- Physical Education, Careers, and Technology: up to seven and one-half (7.5) hours of administratively scheduled instruction.

- Academic Advisors: up to five (5) hours of administratively scheduled instruction.

Education Specialists shall be required to provide up to eighteen (18) hours of instruction each week (as defined in the first paragraph of 11.3). Such instructional time does not include all other professional duties attendant to the position such as preparation and attendance at IEPs, student data collection reporting and recording, contacts, office hours, and required student assessment.

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

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

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

11.4 Duty-Free Lunch Break & Passing Period

Each unit member is entitled to a thirty (30) minute duty-free lunch break to be scheduled approximately during the middle of the work day unless an alternative arrangement has been made and advance notice has been provided to the unit member's supervisor. The duty-free lunch break shall not interfere with live sessions or professional development or any other meetings and/or collaboration time.

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

11.5 Caseload Limitations

Caseloads for unit members shall be measured by the following:

- Academic Advisors: By verification of average daily attendance of ninety-three percent (93%) following each learning period. In the event of an overage, the maximum caseload will be 130 students, unless the parties agree to exceed the limit. In the event the parties agree to exceed the limit, such agreement shall be in

writing, signed by both parties and shall state a duration for the agreement.

- General Education Teacher: Total class roster.
- Special Education Teacher: Total class roster.

11.6 Specific Caseload Targets

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

Academic Advisors:	120 homeroom students per one full-time equivalent
English/Math/Intervention:	140 content/roster students per one full-time equivalent
Social Science/Science/World Language:	160 content/roster students per one full-time equivalent
Technology Career Planning:	200 content/roster students per one full-time equivalent.
Physical Education:	350 content/roster students per one full-time equivalent.
School Counselor:	250 student caseload per one full-time equivalent.
Special Education:	28 student caseload per one full-time equivalent and not more than 15 students on the caseload would be receiving direct services for moderate-to-severe.
School Psychologist	The staffing ratio for a school psychologist shall be 1,250:1 This shall be measured by the students enrolled on CBEDS (the first Tuesday of October)

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

11.7 Payment When Caseload Limits/Targets Exceeded

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

following payments shall be made:

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

11.8 Requirements for Unit Members for Student Outings

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

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

11.9 Academic Advisors and Student Connections

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

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

11.10 In Person Professional Development Meetings

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

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

11.11 School Counselors and Student Connections

School Counselors will schedule and document virtual meetings with each student on their caseload: They will schedule one (1) individual meeting per trimester for all students on their caseload and one (1) welcome group meeting at the beginning of each trimester for new students on their caseload. They will hold one (1) large group session per month for all students on their caseload. If students do not attend the scheduled meetings, School Counselors will follow up via phone or email and will document the scheduled meeting attempt in Pathways. Meeting and/or sessions topics will be determined by the administration.

11.12 Attendance at Graduation Ceremonies

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

ARTICLE 12 - ASSIGNMENTS AND VACANCIES

I. Definitions

A. Assignment: An "Assignment" is the initial placement of a unit member in a school or content area for which the unit member holds an appropriate credential.

B. Re-assignment: A "Re-assignment" is the change of the initial placement (upon hire or at the beginning of a school year) of a unit member from one school, department or content area to another school, department or content area.

C. Incumbent: An "incumbent unit member" or "unit member" is a currently employed unit member.

D. Vacancy: A "Vacancy" is any position that does not have a unit member assigned to it. This includes any vacated, or newly created position whose work is part of the bargaining unit.

E. Transfers: A "Transfer" is a change, in whole or in part, in the assignment of a unit member to a school or schools.

II. Assignments

A. List of Vacancies: ISCA shall maintain a list of current content specific vacancies. Within ten (10) work days of a new vacancy occurring and, prior to April 15 of each school year, ISCA shall provide notice of such vacancies to all unit members.

B. Unit member Assignment Preferences: unit members may prioritize the content they would like to teach for the following year. Generally, unit members shall be placed in the same assignment each year except as provided herein.

C. Notification of Assignments: unit members shall be notified of their assignments or re-assignment (as provided herein) by June 1, unless unknown in no event later than the first contracted work day (non-instructional) of each school year.

III. Involuntary Re-Assignment

A. Notice of Intent to Involuntarily Reassign: ln the event a unit Member is involuntarily reassigned, he or she shall receive notice of the school's intent to reassign and the reason therefor.

B. Reason for Involuntary Re-assignment: The reason for the re-assignment shall not be based on any discipline and shall not be arbitrary and capricious. Notwithstanding the previous sentence, a unit member being evaluated or under discipline may volunteer to be reassigned in accordance with this article.

IV. Vacancies

A. Voluntary Re-assignments: A unit member may request a re-assignment at any

time when a vacancy exists for the following school year.

B. Posting Vacant Positions: Upon knowledge of vacancies and for all vacant positions, ISCA shall first advertise vacant positions internally and shall notify all unit members via email of a list of vacancies as they become available. The list shall contain:

1. A closing date, which is at least five (5) working days following the posting date;

2 A job description; and

3. Credentials and qualifications necessary to meet the requirements of the position.

C. Internal Posting Requirement: Vacancies shall be posted internally for forty-eight (48) hours in advance of posting externally.

D. Requirements for Filling Vacancies: Vacancies shall be filled as follows:

1. Preference shall first be given to incumbent unit members with satisfactory performance and appropriate credentialing.

2. In the case where two incumbent unit members have satisfactory performance and appropriate credentialing, ISCA administration will consider seniority, past performance, and the recommendation of the interviewing team before making the final decision.

3. External candidates shall only be considered if no incumbent unit members apply for the vacancy or incumbent unit member applicants do not have satisfactory performance and appropriate credentialing for the specified vacancy.

E. Denial of Request for Re-assignment: If a request for a re-assignment is denied in accordance with the provisions of this article, upon request the unit member shall be granted a meeting with the administrator who denied the request to discuss the reason(s) for the denial. The unit member may request a union representative be present during this meeting. Following the meeting, the unit member shall, upon request, receive written reason(s) for the denial. unit member shall be allowed to retain their previous assignment.

ARTICLE 13 - COMPENSATION

1. Salary Schedule

Effective July 1, 2026~~2024~~, the certificated salary schedule shall be increased by two point five percent (2.5%) as is reflected in Appendix A. ~~Effective July 1, 2025, the certificated salary schedule shall be increased by two and one-half percent (2.5%).~~ Additionally, within fifteen (15) calendar days of full ratification of the ~~2024-2025 and 2025-~~2026-2027 settlement, each unit member shall receive a one-time off-schedule salary payment in the amount of $5,000.00 ~~3,500~~ to all unit members continuing for the 2026-2027 ~~2024-2025~~ school year.

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

This schedule is based upon 196 work days (180 instructional days and 16 Non-School Days).

Negotiations for ~~2024-2025 and 2025-~~2026-2027 are closed.

2. Years of Service Credit for New Hires

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

3. Expense Reimbursement

Unit members shall receive reimbursement for approved actual expenses ~~per school policy~~ to cover expense reimbursements for school related expenses including but not limited to mileage, supplies, in-home set-up, home office furniture, home phone, cellular phones, internet, Live Scan test, printer supplies, travel and hotel within California.

3.1 Acceptable Reimbursements

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

Office Expenses- Consumable items:

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

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

Phone Expenses:

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

Internet:

- Reimbursed at actual cost up to $100.00 per month
- Equipment, overage fees and/or additional paid services generally are not reimbursable expenses.

Travel:

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

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

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

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

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

Mileage:

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

Meals:

- Reimbursed at actual cost incurred up to $ $60 (limit $30 per meal) per day when traveling more than 100 miles* (one-way) from home office or

when travel requires an overnight stay.
- Alcoholic beverages are not reimbursable.
- Tip not to exceed 15% and is part of the total allowable amount

Hotel:

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

Flight:

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

Rental Vehicles:

- Requires pre-approval.
- Reimbursed when travel is necessary to conduct school business.
- A compact or mid-size option should be selected unless the number of employees traveling, or school equipment being transported necessitates a larger vehicle.

Taxi/Ride Share (Uber/Lyft):

- Requires pre-approval if not combined with other pre-approved travel.
- Reimbursed when travel is necessary to conduct school business.
- Reimbursed at actual cost.
- Tip shall not exceed 15%.

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

Non-reimbursable Expenses

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

- Airline headsets
- Airline, auto or hotel memberships

- ATM fees
- Barbers and hairdressers
- Childcare
- Clothing
- Delinquent credit card fees
- Delivery fees/charges
- Fines incurred while traveling for school business
- Gift cards
- Gum, candy, cigarettes
- Health club dues
- Hotel mini bar
- In room movies
- Mileage incurred for personal reasons
- Magazines, books, newspapers for personal use
- Personal entertainment (including, but not limited to sporting events or movies)
- Personal exercise equipment
- Personal toiletries or medication
- Pet care
- Room service
- Tips
- Travel, Flight or luggage insurance
- Travel upgrades

** Items purchased with points/rewards are not eligible for reimbursement.*

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

~~Subject to the reasonable and necessary conditions as stated in the School's reimbursement policy there shall be no cap on the categories of reimbursement.¶~~
~~¶~~
~~Although not subject to grievance or arbitration, the School's Reimbursement Policy is attached hereto as Appendix "B."¶~~

4. Work Year

The above annual salary is based upon a work year of one hundred ninety-six (196) work days, one hundred eighty (180) of which are instructional, and sixteen (16) of which are non-school days.

5. Column Advancement

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

6. Stipends

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

- $30 per day scheduled at sites with up to 25 students tested
- $60 per day scheduled at sites with up to 50 students tested
- $70 per day scheduled at sites with up to 75 students tested
- $80 per day scheduled at sites with over 75 students tested

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

6.2 1:1 Testing:

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

6.3 Extra Duties

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

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

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

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

6.4 Substitute Pay

Unit members providing substitute teaching shall be paid no more than two (2) pay periods following service. The stipend for substitute service subbing is $60 per period.

ARTICLE 14 - HEALTH BENEFITS

14.1 Employer Contributions.

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

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

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

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

14.2 Retirement.

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

ARTICLE I5 - SAFETY

15.1 Safe On-Site Working Conditions

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

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

15.2 In-Home Working Conditions

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

15.3 Dangerous Pupils

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

15.4 Assault

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

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

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

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

15.5 CPR and First Aid Training

If requested, ISCA shall reimburse unit members for any course fees when unit members complete voluntary ISCA-approved CPR training.

APPENDIX A

2026-2027

Single Subject BA	Single Subject MA	Special Education BA	Special Education MA	School Psychologist	Guidance Counselor - INSIGHT
$ 62,341	$ 64,367	$ 69,517	$ 71,776	$ 103,174	$ 73,441
$ 63,899	$ 65,976	$ 71,255	$ 73,571	$ 105,753	$ 75,277
$ 65,497	$ 67,625	$ 73,036	$ 75,410	$ 108,398	$ 77,159
$ 67,134	$ 69,317	$ 74,862	$ 77,295	$ 111,108	$ 79,088
$ 70,490	$ 72,782	$ 78,605	$ 81,160	$ 116,662	$ 83,042
$ 72,253	$ 74,602	$ 80,570	$ 83,189	$ 119,580	$ 85,119
$ 74,060	$ 76,466	$ 82,584	$ 85,268	$ 122,570	$ 87,247
$ 75,911	$ 78,378	$ 84,649	$ 87,400	$ 125,634	$ 89,428
$ 77,809	$ 80,338	$ 86,765	$ 89,585	$ 128,775	$ 91,664
$ 81,700	$ 84,355	$ 91,103	$ 94,064	$ 135,214	$ 96,248
$ 83,742	$ 86,464	$ 93,381	$ 96,415	$ 138,594	$ 98,653
$ 85,835	$ 88,625	$ 95,716	$ 98,826	$ 142,059	$ 101,120
$ 87,982	$ 90,841	$ 98,109	$ 101,297	$ 145,611	$ 103,648
$ 90,181	$ 93,112	$ 100,562	$ 103,830	$ 149,251	$ 106,240
$ 94,690	$ 97,768	$ 105,589	$ 109,021	$ 156,713	$ 111,551
$ 97,057	$ 100,211	$ 108,229	$ 111,746	$ 160,630	$ 114,339
$ 99,483	$ 102,716	$ 110,935	$ 114,540	$ 164,646	$ 117,198
$ 101,970	$ 105,285	$ 113,708	$ 117,404	$ 168,762	$ 120,127
$ 104,519	$ 107,917	$ 116,551	$ 120,339	$ 172,980	$ 123,130
$ 107,132	$ 110,615	$ 119,465	$ 123,347	$ 177,305	$ 126,208
$ 109,810	$ 113,380	$ 122,451	$ 126,431	$ 181,737	$ 129,364
$ 112,555	$ 116,215	$ 125,513	$ 129,592	$ 186,281	$ 132,598

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Insight at San Diego	**SCHOOL DISTRICT**

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

California Virtual Educators United	**BARGAINING UNIT**

To be acted upon by the Governing Board at its meeting on: ***06/12/26***

A. **PERIOD OF AGREEMENT:**

The proposed bargaining agreement covers the period beginning: ***07/01/26***
and ending: ***06/30/27***
for the following fiscal years: ***FY27*** — ***FY27, ,***

B. **TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)**

The total change in costs for salaries and employee benefits in the proposed agreement:

1.	Current Year Costs Before Agreement	***$1,452,784.99***
2.	Current Year Costs After Agreement	***$1,489,104.62***
3.	Total Cost Change	***$36,319.62***
4.	Percentage Change	***2.50%***
5.	Value of a 1% Change	***$12,722.55***

C. **PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE**

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1.	Salary Schedule change (% Change To Existing Salary Schedule) (% change for one time bonus/stipend or salary reduction)	 ***2.5%*** ***4.1%***
2.	Step & Column (Average % Change Over Prior Year Salary Schedule)	
3.	TOTAL PERCENTAGE CHANGE FOR THE AVERAGE, REPRESENTED EMPLOYEE	***6.61%***
4.	Change in # of Work Days (+/-) Related to % Change	
5.	Total # of Work Days to be provided in Fiscal Year	
6.	Total # of Instructional Days to be provided in Fiscal Year (applicable to Certificated BU agreements only)	

FORM FOR PUBLIC DISCLOSURE
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(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Insight at San Diego	**SCHOOL DISTRICT**

D. **PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1.	Cost of Benefits Before Agreement	***$384,560.73***
2.	Cost of Benefits After Agreement	***$394,174.75***
3.	Percentage Change in Total Costs	***2.50%***

E. **IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	
2.	Percentage Reserve Level State Standard for District:	***3.0%***
3.	Amount of State Minimum Reserve Standard:	

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	
5.	Unassigned/Unappropriated (Object 9790)	
6.	**Total Reserves: (Object 9789 + 9790)**	

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	

TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	
9.	Percentage of General Fund Expenditures/Uses	***#DIV/0!***

Difference between District Reserves and Minimum State Requirement

FORM FOR PUBLIC DISCLOSURE
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(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
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Insight at San Diego **SCHOOL DISTRICT**

F. **MULTIYEAR CONTRACT AGREEMENT PROVISIONS**

G. **FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS**
The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

The proposed agreement will have the following incremental increase in salaries and benefits in subsequent fiscal years:
FY 2026-27: $31,806

H. **NARRATIVE OF AGREEMENT**

I. **SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

The following source(s) of funding have been identified to fund the proposed agreement

2.5% Salary increase funded from General Fund, and will be covered by the 4.31% COLA Adjustment in 2026-27. Effective 4.11% off schedule payment ($5,000 per unit member) will be funded from the Supplemental & Concentration Grant Funds, and will be paid within 30 days of agreement ratification.

FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)

Insight at San Diego **SCHOOL DISTRICT**

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Govenment Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent - signature	***Date***
Chief Business Official- signature	***Date***

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on **6/12/2026** ***took action to approve the proposed Agreement with the*** **California Virtual Educators United** ***Bargaining Unit.***

President, Governing Board ***(signature)***	***Date***

APPROVED

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

BOARD REPORT #22

VIA: INSIGHT STAFF
June 12, 2026

SUBJECT: Consideration and Approval of One-Time payment of Bonuses

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego authorize one-time payment of bonuses to unrepresented employees

BACKGROUND:
Insight at San Diego is committed to investing in staff retention, staff well-being, boosting morale, and fostering a positive organizational culture, and recognizes that rewarding staff's hard work through financial incentives fosters goodwill, increased job satisfaction, and supports long-term retention efforts.

During the 2025-26 school year, the School reached an agreement with represented employees (members of the CVEU bargaining unit) to provide a one-time, off schedule, salary payment to meet the above referenced goals. Insight at San Diego desires to recognize, reward, and retain unrepresented employees (excluding the Head of Schools who is employed pursuant an employment agreement). The attached resolution proposes that Insight at San Diego pay unrepresented employees a one-time bonus in the amount of 10% of the employee's 2025-26 base salary, subject to withholdings, on or about June 25, 2026.

BUDGET IMPLICATIONS:
The school will utilize one-time funds for the lump sum bonus payments. The fiscal impact is $45,605.

RECOMMENDATIONS:
It is recommended that the Governing Board approve the attached resolution as presented.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

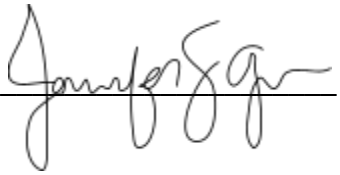
PREPARED BY:

Kimberly Odom	Francis “Paco” Burke
Head of School	Chief Business Official

PRESENTED BY:

Kimberly Odom	Francis “Paco” Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

INSIGHT AT SAN DIEGO

BOARD OF DIRECTORS

JUNE 12, 2026

BOARD RESOLUTION AUTHORIZING ONE-TIME PAYMENT OF BONUSES TO UNREPRESENTED EMPLOYEES

WHEREAS, Insight at San Diego ("INSIGHT" or the "School") recognizes that rewarding staff's hard work through financial incentives fosters goodwill, increased job satisfaction, and supports long-term retention efforts; and

WHEREAS, during the 2025-2026 school year, the School has reached agreement with represented employees (members of the CVEU bargaining unit) to provide a one-time, off-schedule, salary payment to meet the above referenced goals; and

WHEREAS, the School also desires to reward and recognize all other INSIGHT employees (excluding the Head of School who is employed pursuant an employment agreement); and

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes the following:

1. **One-Time Payment:** Eligible employees as defined herein shall receive a one-time bonus in the amount of ten percent (10%) of the employee's 2025-2026 base salary. For exempt employees, the 10% bonus will be calculated based on base regular salary earnings, compensation for approved additional days worked, and shall exclude stipend positions, and payments for additional students. For non-exempt employees, the 10% bonus will be calculated based on regular hourly wages and earnings from extra hours worked. However, the bonus calculation shall exclude reimbursement stipends, board-approved off-salary schedule payments, and any other compensation not classified as base salary or hourly wages.

2. **Eligibility Requirements**: Full-time or part-time unrepresented employees who have been employed during the 2025-26 school year and who shall have been continuously employed through June 15, 2026, shall be eligible for this one-time payment.

3. **Pro-rated Payments:** Eligible employees who were granted leaves of absence during the 2025-2026 school year, or who were hired following commencement

of such school year, shall receive a pro-rated one-time payment.

4. **Timing for Payment:** The one-time payment shall be provided as a lump sum, subject to withholdings, on or about June 25, 2026.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 12th day of June, 2026.

AYES: ____

NOS: ____

ABSTENTIONS: ____

_____
Secretary of the Board

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT #07

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Employee Handbook Update

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

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

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

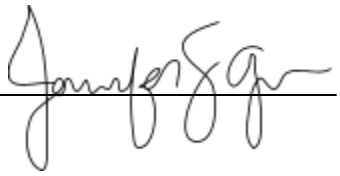
1. Review and approve the Employee Handbook.

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:
Katie Houlihan
Human Resources Assistant

PRESENTED BY:
Audrey Beecher
Human Resources Specialist

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

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

INSIGHT Board Proposal - Employee Handbook Updates

Policy	NOTES
2-5 Tuberculosis Testing	Updated - TB may be reimbursable
2-7 Residence	Updated - certificated must live in CA; classified must live in CA unless approval from HOS & Board; certificated/classified can only travel for work out of state; certificated who travel out of state/country must put in time off request to supervisor
4-8 Remote Work/Telecommuting	Added - In person attendace requirement for remote employees in between hours or work and location
4-9 Virtual Working Protocol	Renamed Policy, Added - Approved virtual background options; re-organized policy
4-10 Technology and Network Acceptable use Policy	New Policy
4-12 Cyber & Digital Security Policy	New Policy - in alignment with required Cyber Security training
5-5 Paid Sick	Added - Paid sick used for jury duty after 5 days
5-6 Paid Holidays	Updated - Employee paid holidays
5-8 Bereavement Leave	Update - Policy match all schools/CBA ; vacation/sick used for no-relation bereavement with hr approval
5-11 Jury Duty	Added - Paid sick used for jury duty after 5 days; teachers must try to postpone
5-13 Retirement Plan	Added - Optional 403b program
7-2 Professional Boundaries: Staff/Student Interaction Policy	Added - Teacher interaction with students; how to address Student Behavior Concerns
7-6 Ergonomics	Updated - add more information to be in alignment with the Office Ergonomics training
7-8 Customer Service Expectations (Virtual and In-Person)	Renamed Policy - rewritten to be school focused
7-9 Professional Communication	New Policy - addressing employee interaction issues
7-13 Use of Communication Systems and Computers	Updated - School issued computer must be used for all school activity
7-27 Employee Dress and Personal Appearance	Updated - dress code policy or virtual & in person meetings and events

Insight Schools of California Employee Handbook

May 26, 2026

ABOUT THIS HANDBOOK/DISCLAIMER

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

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

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

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

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

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

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

This handbook supersedes all prior handbooks.

Table of Contents

Insight Schools of California 1

About This Handbook/Disclaimer 2

Section 1 - Welcome 8

1.1 - Welcome to Insight Schools of California 8

1.2 - School Mission 9

1.3 - History 9

Section 2 - Governing Principles of Employment 10

2.1 - Introduction 10

2.2 - Equal Employment Opportunity 11

2.3 - Immigration Law Compliance 11

2.4 - Background Checks 11

2.5 - Tuberculosis Testing 12

2.6 - Drug-Free and Alcohol-Free Workplace 12

2.7 - Residence 13

2.8 - Certificated Staff 13

2.9 - Anti-Bullying 14

2.10 - Non-Harassment 15

2.11 - Child Abuse and Neglect Reporting 17

2.12 - Workplace Violence 18

Section 3 - Hiring and Onboarding 20

3.1 - Recruitment 20

3.2 - New Hire Information 20

3.3 - Refer a New Hire 21

Section 4 - General Employment Information 22

4.1 - Employee Classifications 22

4.2 - Working Hours and Schedule 22

4.3 - Timekeeping Procedures 24

4.4 - Travel Time: Non-Exempt Employees 25

4.5 - Overtime 26

4.6 - Job Postings 26
4.7 - Complaint Resolution Procedure 27
4.8 - Remote Work/Telecommuting 27
4.9 - Virtual Working Protocol 30
4.10 - Technology and Network Acceptable Use 32
4.11 - Artificial Intelligence 34
4.12 - Cyber and Digital Security 35
4.13 - Safe Harbor Policy for Exempt Employees 36
4.14 - Salary Advances 37
4.15 - Performance Review 37
4.16 - Record Retention 38
4.17 - Your Employment Records 38
4.18 - Your Paycheck 39
4.19 - Mandatory Deductions from Paycheck 39
4.20 - Open Door Policy 40
Section 5 - Benefits 41
5.1 - Benefits Overview 41
5.2 - Insurance Programs 42
5.3 - Continuation of Benefits 42
5.4 - Vacation for Full-Time Classified Employees 42
5.5 - Paid Sick 44
5.6 - Paid Holidays 46
5.7 - Workers' Compensation 47
5.8 - Bereavement Leave 47
5.9 - Voting Leave 48
5.10 - Lactation Accommodations 48
5.11 - Jury Duty 49
5.12 - Employee Assistance Program 49
5.13 - Retirement Plan 50
5.14 - Employment Verification 50
Section 6 - Leaves of Absence 51
6.1 - Reasonable Accommodations & Interactive Dialogue 51
6.2 - Family and Medical Leave 52
6.3 - Military Leave 60
6.4 - Personal Leave 60

6.5 - Medical Leave and Family Care (Mlfc) 61
6.6 - Civil Air Patrol Leave 64
6.7 - Witness Leave 65
Section 7 - General Standards of Conduct 66
7.1 - Sharepoint 66
7.2 - Professional Boundaries: Staff/Student Interaction Policy 66
7.3 - Prevention of Sexual Misconduct and Abuse 70
7.4 - Outside Employment 73
7.5 - Gifts and Favors 74
7.6 - Ergonomics 74
7.7 - Email and Signature Blocks 75
7.8 - Customer Service Expectations (Virtual and In-Person) 75
7.9 - Professional Communication 76
7.10 - Workplace Conduct 77
7.11 - Workplace Conduct: Disciplinary Action Guidelines 78
7.12 - Punctuality and Attendance 79
7.13 - Use of Communications and Computer Systems 79
7.14 - Use of Social Media 80
7.15 - Use of Social Media: Guidelines 81
7.16 - Personal and Company-Provided Portable Communication Devices 82
7.17 - Inspections 83
7.18 - Smoking 83
7.19 - Weapons 84
7.20 - Personal Visits and Telephone Calls 84
7.21 - Solicitation and Distribution 85
7.22 - Confidential Company Information 85
7.23 - Conflict of Interest and Business Ethics 85
7.24 - Use of Facilities, Equipment and Property, Including Intellectual Property 86
7.25 - Health and Safety 87
7.26 - Hiring Relatives/Employee Relationships 87
7.27 - Employee Dress and Personal Appearance 88
7.28 - Publicity/Statements to the Media 89
7.29 - Operation of Vehicles 90
7.30 - Business Expense Reimbursement 91
7.31 - References 91

7.32 - If You Must Leave Us ... 91
7.33 - Exit Interviews ... 92
7.34 - A Few Closing Words ... 92
Section 8 - California Addendum ... 93
8.1 - California: Personal Leave ... 93
8.2 - California: Time off for Military Spouses ... 93
8.3 - Acknowledgment and Receipt of California: Discrimination, Harassment and Retaliation Prevention Policy 94
8.4 - California: Working Hours and Schedule ... 98
8.5 - California: Equal Employment Opportunity ... 100
8.6 - California: Overtime ... 101
8.7 - California: Sick and Safe Time ... 101
8.8 - California: Bone Marrow Donation Leave ... 104
8.9 - California: Lactation Breaks ... 104
8.10 - California: Safe Harbor Policy for Exempt Employees ... 105
8.11 - California: Organ Donation Leave ... 106
8.12 - California: Business Expense Reimbursement ... 107
8.13 - California: Family and Medical Leave ... 107
8.14 - California: Workers' Compensation ... 116
8.15 - California: Private Employer Witness Leave ... 116
8.16 - California: Discrimination, Harassment, and Retaliation Prevention ... 116
8.17 - California: Voting Leave ... 120
8.18 - California: Statutory Short-Term Disability Benefits ... 120
8.19 - California: Leave for Qualifying Acts of Violence ... 120
8.20 - California: Bereavement Leave ... 122
8.21 - California: Reproductive Loss Leave ... 122
8.22 - California: Paid Family Leave Benefits ... 123
8.23 - California: Time off for Crime Victims ... 124
8.24 - California: Literacy Assistance ... 124
8.25 - California: Pregnancy Disability Leave ... 125
8.26 - California: Rehabilitation Leave ... 127
8.27 - California: Time off for School Related Activities ... 127
8.28 - California: Time off for Volunteer Firefighters, Reserve Peace Officers, and Emergency Rescue Personnel 128
Section 9 - Louisiana Addendum ... 129
9.1 - Louisiana: School and Day Care Conf. and Activities Leave ... 129

9.2 - Louisiana: Jury Duty Leave 129
9.3 - Louisiana: Volunteer Emergency Responders Leave 129
9.4 - Louisiana: Time off for Crime Victims 130
Section 10 - Utah Addendum 131
10.1 - Utah: Voting Leave 131
10.2 - Utah: Volunteer Emergency Responders Leave 131
Section 11 - Wisconsin Addendum 132
11.1 - Wisconsin: Organ and Bone Marrow Donor Leave 132
11.2 - Wisconsin: Volunteer Emergency Responders Leave 133
11.3 - Wisconsin: Family and Medical Leave 133
11.4 - Wisconsin: Leave for Emergency Responders 141
Section 12 - Acknowledgments 142
12.1 - General Handbook Acknowledgment 142
12.2 - Receipt of Non-Harassment Policy 143

Section 1 - Welcome

1.1 Welcome to Insight Schools of California

It is our pleasure to welcome you to Insight Schools of California. We are an energetic and creative group dedicated to maintaining high standards of excellence, quality, and professionalism. We value each one of our employees and hope that you find your work here rewarding and satisfying. We look forward to the opportunity of working together to create a more successful organization.

Introduction to the School

While the Insight Schools of California is a public school, it is unique in that it is virtual. Thus, for a good part of the time, we will work together remotely. One of the challenges of working together remotely is trust; and trust comes from the sharing of critical information, good and regular communications, the setting of clear expectations, and then living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

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

Insight Schools of California

50 Moreland Road

Simi Valley, California 93065

insightca.k12.com

Telephone: (805) 581-0202

Main Fax: (805) 581-0330

Enrollment Fax: (805) 581-6102

Human Resources Fax: (805) 581-5617

Special Education Fax: (805) 581-8824

INSIGHT INTRANET

You can find important information about this school and your employment posted on INSIGHT intranet, located at **California Schools' Central Office**. We expect all employees to read the information on this site as often as reasonably necessary to stay informed. Because this site is one way of communicating with employees, we do not allow anyone but managers and school officials to post information here.

1.2 School Mission

The core philosophy of Insight Schools of California is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents, and committed teachers.

1.3 History

The Insight Schools of California are a network of public charter schools. It began in 2011 as a group of parents and administrators with a just vision. Only a few weeks later, the first Virtual Academy in the state of CA shipped its first round of computer and curriculum to students and families, with great anticipation of a successful school year.

Each of our schools is a public charter school that is funded by state tax dollars. Each of our schools has a Board of Director comprised of parents and community members who are passionate about providing additional educational opportunities to the students of California. The Board of Directors for Insight Schools of California has selected K12 Inc., a Virginia-based education curriculum, as our vendor.

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

Section 2 - Governing Principles of Employment

2.1 Introduction

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

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

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

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

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

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

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

NOTICE TO EMPLOYEES

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

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

2.2 Equal Employment Opportunity

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

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

2.3 Immigration Law Compliance

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

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

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

2.4 Background Checks

Insight Schools of California will conduct a background check upon employment. Continued employment is dependent upon consent and the results of the background check. No condition or activity will be permitted that may compromise the School’s commitment to the safety and the well-being of students, taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an

employee, during their employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Head of Schools.

2.5 Tuberculosis Testing

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

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

2.6 Drug-Free and Alcohol-Free Workplace

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

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

recovering from substance and alcohol dependencies, and those who have a medical history which reflects treatment for substance abuse conditions. However, employees may not request an accommodation to avoid discipline for a policy violation. We encourage employees to seek assistance before their substance abuse or alcohol misuse renders them unable to perform the essential functions of their jobs, or jeopardizes the health and safety of any School employee, including themselves.

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

2.7 Residence

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

Classified and Administrative staff must live and reside permanently in California in order to be employed by the School, unless an exception has been granted by the Head of Schools or the Board of Directors. Classified and Administrative staff are not permitted to work outside of California unless they are attending a training, meeting, or conference assigned by their supervisor, or have written approval from the Head of Schools. Failure to properly disclose working outside of California may result in disciplinary action up to and including termination.

2.8 Certificated Staff

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

If the credential holder allows their credential, which is specifically required for their assignment, to expire, they will immediately be placed on an unpaid leave of absence and not be allowed to return to their assignment until the credential has been renewed, cleared, or extended. Insight Schools of California may approve up to 30 days maximum for this leave of absence. After 30 days, employment

would be terminated if the required credential is not yet current. It is the sole responsibility of the credential holder to keep their credential current and take all necessary steps to ensure it is renewed, cleared, or extended prior to the expiration date listed on the credential.

2.9 Anti-Bullying

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

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

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

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

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

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

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

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

2.10 Non-Harassment

It is Insight Schools of California's policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and pregnancy-related conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information ,or any other characteristic protected by applicable federal, state, or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by Insight Schools of California.

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

Harassment Defined

Harassment generally is defined in this policy as unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived

protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

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

Sexual Harassment Defined

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

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

Examples of conduct that violate this policy include:

1. Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;
9. Unwelcome sexually related comments;
10. Conversation about a person's own or someone else's sex life;
11. Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Reporting Procedures

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the Head of School. If the employee is unable for any reason to

contact this person or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Human Resources Director. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in the reporting hierarchy.

Investigation Procedures

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

Retaliation Prohibited

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

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

2.11 Child Abuse and Neglect Reporting

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

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

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

2.12 Workplace Violence

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

Insight Schools of California does not expect employees to become experts in psychology or to physically subdue a threatening or violent individual. Indeed, Insight Schools of California specifically discourages employees from engaging in any physical confrontation with a violent or potentially violent individual. However, Insight Schools of California does expect and encourage employees to exercise reasonable judgment in identifying potentially dangerous situations.

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

Prohibited Conduct

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

Procedures for Reporting a Threat

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

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

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

Section 3 - Hiring and Onboarding

3.1 Recruitment

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

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

3.2 New Hire Information

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

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

3.3 Refer a New Hire

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

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

Section 4 - General Employment Information

4.1 Employee Classifications

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

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

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

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

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

4.2 Working Hours and Schedule

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

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

Rest Breaks

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

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

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

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

Meal Periods

Employees who work more than five (5) hours in a workday are provided an unpaid, off-duty meal period of at least 30 minutes. Employees are responsible for scheduling their own meal periods, but they should confirm them with their supervisor. Meal periods must begin no later than the end of the fifth hour of work. For example, the employee who begins working at 8:00 a.m. must begin the meal period no later than 12:59 p.m. When scheduling a meal period, employees should try to anticipate work flow and deadlines.

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

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

Those employees who use a time clock must clock out for their meal periods. These employees are expected to clock back in and promptly return to work at the end of any meal period. Those employees who record their time manually must accurately record their meal periods by recording the beginning and end of each work period. Unless otherwise directed by a supervisor in writing, employees do not

need to obtain a supervisor's approval or notify a supervisor when taking a meal period. Employees are to immediately notify Human Resources if they believe that they are prevented by the nature of their work from taking a timely and/or complete meal period.

Meal Period Waiver

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

No Working During Rest Breaks and Meal Periods

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

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

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

4.3 Timekeeping Procedures

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

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

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

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

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

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

4.4 Travel Time: Non-Exempt Employees

Overnight, Out-of-Town Trips

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

Out-of-Town Trips for One Day

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

Local Travel

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

Commuting Time

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

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

4.5 Overtime

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

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

4.6 Job Postings

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

- Be a current, regular, full-time or part-time employee;
- Have been in current position for at least six (6) months;
- Maintain a performance rating of satisfactory or above;
- Not be on conduct/performance-related probation or warning;
- Meet the job qualifications listed on the job posting; and
- Provide their current manager with notice prior to applying for the position.

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

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

4.7 Complaint Resolution Procedure

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

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

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

4.8 Remote Work/Telecommuting

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

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

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

At-Will Employment

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

Hours of Work

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

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

In-Person Attendance Requirement for Remote Employees

Remote employees may be required to attend certain in-person events based on organizational or school needs. These events may include, but are not limited to, professional development days, student outings, testing locations, graduation ceremonies, team meetings, and other school or organizational functions. Attendance at these events may require travel to a designated location, including a school site, testing location, event venue, or the Simi Valley office. Employees will be provided reasonable advance notice when in-person attendance is required and are expected to make appropriate arrangements to attend.

If an employee is unable to attend a required in-person event, they must notify HR@caliva.org and their supervisor as soon as possible. Supporting documentation may be required depending on the reason for the absence. For absences related to medical reasons, a doctor's note or medical certification may be requested. Failure to attend required in-person events without appropriate notice or documentation may result in corrective action.

Location

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

Duties

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

Virtual Meetings (other than the classroom)

While distractions are often unavoidable, try to keep them to a minimum. Please reference the Virtual Meeting Protocol for more information.

Accidents and Injuries

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

Equipment

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

Return of School Property

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

Expenses

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

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

Confidentiality

Employees agree that they are subject to the School's policies prohibiting the nonbusiness use or dissemination of the School's confidential business information. Employees will take all appropriate steps to safeguard the School's confidential business information, including segregating it from personal papers and documents, not allowing nonemployees to access such information, and keeping such information in locked drawers or file cabinets when not in use. Employees will maintain confidential information, including, but not limited to, information regarding the School's products or services,

processing, marketing and sales, client lists, client e-mail addresses and mailing addresses, client data, orders, memoranda, notes, records, technical data, sketches, designs, plans, drawings, trade secrets, research and development data, experimental work, proposals, new product and/or service developments, project reports, sources of supply and material, operating and cost data, and corporate financial information.

Contact

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

4.9 Virtual Working Protocol

Virtual Working Protocol While on Camera:

Professional Appearance: Staff must maintain a neat, professional appearance and adhere to the standard school dress code while on camera. When attending an in-person meeting or school outing attire is expected to be business attire unless otherwise stated. Please reference the Employee Dress and Personal Appearance Policy.

Personal Conduct: Please refrain from eating a meal during virtual meetings. Smoking or vaping is not permitted during virtual meetings as well.

Dedicated Workspace: Maintain a professional, distraction-free environment for all remote work. If your space is shared, you are responsible for managing your physical surroundings to meet this standard. This includes:

- Minimizing Interruptions: Establish clear boundaries with others in your household regarding your working hours.
- Meeting Privacy: Transition to a quiet, private area for calls to ensure confidentiality and professionalism.
- Noise Control: Ensure your workspace is free of background noise. No music or television should be audible during the session. Utilize quiet rooms or noise-canceling equipment to eliminate background disruptions.

Virtual Backgrounds: Must be neutral, non-distracting backgrounds that keep the focus in alignment with our shared mission and vision. Backgrounds should not include additional text, visuals, quotes, memes, or personal imagery. Approved background options include:

- A clean wall or organized workspace
- A professional blur effect
- System generated background
- A simple, solid-color, or muted School Branded or Union Branded virtual background

- Please avoid backgrounds that may distract from, undermine, or diminish the credibility of our school and/or its programs.

Punctuality: Please log in early and be ready to start all sessions on time. If you're leading or teaching, aim to arrive **3–5 minutes ahead** of schedule.

Camera Presence: Turning on video is required. Keep cameras on throughout the session to facilitate student/staff engagement and connection, barring exceptional circumstances or approved reasons. Keep yourself muted at all times unless you are actively speaking.

Classroom Management: Enforce the same behavioral expectations and management policies online as in a physical classroom. Address disruptive conduct promptly.

Professional Communication: Use appropriate, professional language at all times during virtual sessions/meetings. Profanity of any kind is strictly prohibited.

Instructional Focus: Give your full attention to the meeting as if you were face to face. Refrain from using personal devices (cell phones, tablets) for non-instructional purposes while on camera.

Student Privacy: Protect student confidentiality. Do not share identifiable information or student work without prior consent. Please reference the FERPA training for specific guidelines.

Professional Development: Actively participate in training, meetings, sessions for virtual instruction and technology tools to ensure continued proficiency.

Speaker Vetting & Appearance: All individuals appearing on camera must be vetted. Non-approved guests are restricted, with exceptions limited to approved, academic-driven presentations authorized by the administration.

Supervision & Safety: Students must be supervised at all times. In an emergency, contact an administrator to join the session or, if necessary, dismiss students before immediately notifying administration.

Household Boundaries: To maintain a professional environment, family members should not appear on camera. Pets should not be visible or audible during live instruction unless previously approved for instructional purposes. Remote work is **not a substitute for childcare.** Employees must maintain independent care arrangements to ensure full concentration on work assignments during scheduled hours.

4.10 Technology and Network Acceptable Use

Insight Schools of California, herein referred to as “The School”, owns and operates various computer systems, which are provided for use by employees in support of school activities. All users are responsible for seeing that these systems are used in an effective, ethical and lawful manner. These procedures shall not be construed as a wavier of any rights of the school, nor shall they conflict with applicable federal, state and local laws.

This document establishes rules and prohibitions that define acceptable use of these systems. Unacceptable use is prohibited, and is grounds for loss of computing privileges, as well as discipline or legal sanctions under federal, state or local laws.

All users of the school's computing systems must read, understand and comply with the policies established in this document as well as additional guidelines established by administrators of each system. Teachers must understand that one teacher’s misuse of the network may jeopardize the ability of all teachers to enjoy such access. While The School will make reasonable efforts to supervise staff use of The School network, they must have staff cooperation in exercising and promoting responsible use.

Laptop Use
Any damage due to neglect or abuse of The School equipment is the responsibility of the employee who was assigned the equipment. All repairs will be completed by The School or a vendor approved by The School. Staff will never let anyone besides The School personnel or an approved vendor work on or use their laptops. All replacement parts for The School equipment (including power cords and batteries) need to be original equipment parts from the manufacture (OEM) unless otherwise approved by the Regional Technology Manager. The School equipment is intended for school use only; any other use is prohibited. Employees are required to use their school-issued laptop for work purposes and are not permitted to use their personal computer for work purposes.

Network and Internet Use Agreement

Personal Responsibility - By signing this Policy and Agreement, you are agreeing not only to follow the rules in this Policy and Agreement but are agreeing to report any misuse of the network to the Regional Technology Manager. Misuse means any violations of this Policy or any other use that is not included in the Policy but has the effect of harming another or his or her property.

Term of the Permitted Use - A teacher who submits to the school, a properly signed Policy and Agreement and follows the Policy to which she/he has agreed will have computer network access during the course of the school year.

Purpose and Use - The School is providing access to its network for all The School related work. If you have any doubt about whether a contemplated activity is The School related, you may consult with the Regional Technology Manager to help you decide if your use is appropriate. All users must abide by rules of network etiquette. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent or threatening language, or other language, which may be offensive to others. Be safe. In using the computer network and Internet, do not reveal personal information such as your home

address and telephone number. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet.

Uses that are considered unacceptable and constitute a violation of this Policy and Agreement are:

1. Uses that are offensive to others. Some examples would include, but not be limited to, ethnic, sexual preference or gender-related slurs or jokes.

2. Uses that violate the law or encourage others to violate the law. Some examples would include, but not be limited to, transmission of offensive or harassing messages; offer for sale any substance the possession or use of which is prohibited by law; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the network are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.

3. You should not give others private information about you or others, including credit card numbers and social security numbers.

4. Uses that cause harm to others or damage to their property. Some examples would include, but not be limited to, engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to network or the Internet; uploading a worm, virus, trojan, time bomb, or other harmful programming or vandalism.

5. Uses that jeopardize the security of teacher access and of the computer network or other networks on the Internet. For example, don't disclose or share your passwords with others; impersonate another.

6. Uses that access controversial or offensive materials. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a teacher finds that other users are visiting offensive or harmful sites, he or she should report such use to the Regional Technology Manager Support.

7. Specifically, do not allow non-The School staff to access The School network, your assigned The School laptop or The School files.

8. Users are forbidden from using The School electronic communications systems for charitable endeavors, private business activities, or amusement/entertainment purposes unless expressly approved in writing by The School. Employees are reminded that the use of school resources, including electronic communications, should never create either the appearance or the reality of inappropriate use.

Privacy - The School Network and Internet access is provided as a tool for your work while employed by The School. The School reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of The School laptop, computer network and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of The School and no user shall have any expectation of privacy regarding such materials.

Failure to Follow Policy and Breach of Agreement - The user's use of the computer network and Internet is a privilege, not a right. A user who violates this Policy and breaches his/her Agreement, may at a minimum, have his or her access to the computer network and Internet reimbursement terminated,

which The School may refuse to reinstate for the remainder of the teacher's tenure in the School. A user breaches his or her Agreement not only by affirmatively violating the above Policy, but also by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy and Agreement if he or she permits another to use his or her account or password to access the computer network, network accounts, laptop and the Internet, including any user whose access has been denied or terminated. The School may take additional disciplinary or legal action.

Warranties/indemnification - The School makes no warranties of any kind, either expressed or implied, in connection with its provision of access to and use of its network and the Internet provided under this Policy and Agreement. It shall not be responsible for any claims, losses, damages or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user arising out of the user's use of its computer network or the Internet under this Policy and Agreement. By signing this Policy and Agreement, users are taking full responsibility for his/her use, and the user is agreeing to indemnify and hold the school, the School District, The School and all of their administrators, harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user agrees to cooperate with the school in the event of the school's initiating investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another's outside The School network

Updates - Users may be asked from time-to-time to provide new or additional registration and account information or to sign a new Policy and Agreement for example, to reflect developments in the law or technology. Such information must be provided by the user or such new Policy and Agreement must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the Regional Technology Manager Support. If any user violates this Policy and Agreement, continuing access will be denied or withdrawn and he/she may be subject to additional disciplinary action. If you have any questions about these provisions, you should contact the Regional Technology Manager or Human Resources.

4.11 Artificial Intelligence

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

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

Protection of confidential data. In using any AI tool, employees must not upload or share any confidential, proprietary, or protected data without prior written approval from the Head of Human

Resources. This includes data related to customers, employees, or partners. Similarly, employees must ensure any AI tool does not utilize confidential or copyrighted information of a third party.

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

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

4.12 Cyber and Digital Security

This policy establishes expectations for the secure use of INSIGHT technology resources, including networks, devices, and data. It applies to all employees, contractors, students, and visitors who utilize school systems or connect personal devices to the school network.

User Responsibilities: All users must maintain the integrity of INSIGHT systems through the following practices:

- **Account Security:** Create unique passwords, use Multi-Factor Authentication (MFA), and never share credentials.
- **System Integrity:** Keep software updated. Do not disable antivirus, bypass security filters, or install unauthorized software.
- **Data Governance:** Adhere to established retention and disposal policies for digital records.
- **Professionalism:** Use school technology primarily for educational and professional purposes. Prohibited activities include accessing unauthorized files or creating/storing inappropriate, offensive, or illegal content.

Data Privacy & Confidentiality: INSIGHT is committed to protecting student and organizational data.

- **PII & FERPA:** Users must protect Personally Identifiable Information (PII) and comply with FERPA regulations regarding student records.
- **Encryption:** Sensitive data must be transmitted and stored using approved encryption methods.

Threat Prevention & Phishing: Users must exercise vigilance against digital threats:

- **Verification:** Inspect sender addresses for misspellings and be wary of urgent, unexpected requests for sensitive data or financial transactions.
- **Safe Browsing:** Avoid clicking unknown links or downloading attachments from unfamiliar sources.

- **Reporting Phishing:** If a suspicious email is received, do not interact with it. Use the Outlook "**Report**" button, delete the email, and notify **cyber@k12.com** with the subject line and date.

Incident Response Procedures: In the event of a suspected compromise or technical threat, follow these steps immediately:

A. Suspicious Websites/Pop-ups:

1. Do not click any links on the screen.
2. Force close the browser (**Alt + F4**).
3. Restart the computer.
4. Report the URL and time to **cyber@k12.com.**

B. Suspected Device Compromise:

If you clicked a malicious link or believe your device is infected:

1. Contact K12 Tech Support via the Service Portal.
2. Report lost or stolen school devices to administration immediately.
3. **Do not** attempt to repair or scan the device independently.

Compliance is mandatory. Violations may result in disciplinary action, up to and including termination of employment or legal referral for serious breaches of state or federal law.

4.13 Safe Harbor Policy for Exempt Employees

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

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

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

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

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

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

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

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

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

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

4.14 Salary Advances

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

4.15 Performance Review

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

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

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

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

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

4.16 Record Retention

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

4.17 Your Employment Records

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

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

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

4.18 Your Paycheck

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

Payroll stubs itemize deductions made from gross earnings. By law, Insight Schools of California is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Payroll stubs also will differentiate between regular pay received and overtime pay received.

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

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

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

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

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

4.19 Mandatory Deductions from Paycheck

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

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

to ensure that it reflects the proper amount of withholdings and deductions.

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

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

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

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

4.20 Open Door Policy

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

Section 5 - Benefits

5.1 Benefits Overview

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

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

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

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

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

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

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

5.2 Insurance Programs

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

5.3 Continuation of Benefits

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

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

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

5.4 Vacation for Full-Time Classified Employees

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

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

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

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

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

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

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

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

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

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

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

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

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

5.5 Paid Sick

Eligibility

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

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

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

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

Usage

Paid sick leave may be used for the following reasons:

- For jury duty after serving on trial for 5 days
- For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member; or
- For the employee who is a victim of domestic violence, sexual assault, or stalking:
    1. to obtain or attempt to obtain a temporary restraining order, restraining order, or other injunctive relief;
    2. to help ensure the health, safety, or welfare of the victim or the victim's child;
    3. to seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;

4. to obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
5. to obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
6. to participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

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

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

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

Notice and Documentation

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

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

Payment

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

Carryover and Payout

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

Enforcement & Retaliation

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

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

5.6 Paid Holidays

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

New Year's Day	January 1st
Martin Luther King Jr. Day	3rd Monday in January
President's Day	3rd Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4th (observed July 3rd)
Labor Day	1st Monday in September
Columbus Day	2nd Monday in October
Veteran's Day	November 11th
Thanksgiving Day	4th Thursday in November
Day after Thanksgiving	4th Friday in November
Christmas Eve	December 24th
Christmas Day	December 25th

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

If a paid holiday falls on a Saturday, the preceding Friday will normally be observed as the holiday. If a paid holiday falls on a Sunday, the following Monday will normally be observed as the holiday. To receive holiday pay, a nonexempt employee must work the regularly scheduled workday before and after the

holiday, unless the onsite manager approves an exception in writing. A paid holiday does not count as a day worked in calculating overtime for the week.

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

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

5.7 Workers' Compensation

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

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

5.8 Bereavement Leave

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

For non-unit members, bereavement leave can be taken in separate increments, provided all days are used within three months of the family member's passing. The following time-off limits apply:

- Up to 5 paid days: For the death of a spouse, domestic partner (including civil unions), child, parent, sibling, or equivalent step-relation, a grandparent, or an in-law (parent or child).
- 1 paid day: For the death of an extended relative not listed above.

For Unit Members please reference the CBA under Bereavement Leave.

If you need additional time or wish to attend a service for someone not covered by this policy, you may request to use accrued vacation or sick time, subject to prior HR approval.

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

Employees, if requested by the School, within 30 days of the first day's leave must provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave.

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

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

5.9 Voting Leave

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

5.10 Lactation Accommodations

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

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

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

Employees who need a lactation accommodation should submit a request for possible accommodation to the Employee's Supervisor. Upon receiving an accommodation request, the School will respond to the

employee within five (5) business days. The School and the employee shall engage in an interactive process to determine the appropriate accommodations.

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

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

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

5.11 Jury Duty

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

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. Teachers should request to postpone to noncontracted workdays if possible.

Employees on jury duty leave receive up to 5 days of pay, per state law. For service lasting longer than 5 days, employees may use accrued time. Exempt employees will be paid their full salary for any week in which time is missed due to jury duty if work is performed for the School during such week.

5.12 Employee Assistance Program

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

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

5.13 Retirement Plan

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

An optional 403b retirement program is also available. Please contact hr@caliva.org.

5.14 Employment Verification

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

Section 6 - Leaves of Absence

6.1 Reasonable Accommodations & Interactive Dialogue

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

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

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

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

Unless otherwise required by law, Insight Schools of California may request that the employee provide supporting documentation. Cooperating with Insight Schools of California by returning requested

information in a timely fashion is required.

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

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

The interactive dialogue may take place in person, by telephone, or by electronic means. As part of the interactive dialogue, Insight Schools of California will communicate openly and in good faith with the employee in a timely manner in order to determine whether and how Insight Schools of California may be able to provide a reasonable accommodation. To the extent necessary and appropriate based on the request, Insight Schools of California will attempt to explore the existence and feasibility of alternative accommodations as well as alternative positions for the employee. Insight Schools of California is not required to provide the specific accommodation sought by the employee, provided the alternatives are reasonable and either meet the specific needs of the employee or specifically address the employee's limitations.

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

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

Employees with questions regarding this policy should contact Human Resources.

6.2 Family and Medical Leave

The Leave Policy

Employees may be entitled to a job-protected leave of absence under the Family and Medical Leave Act (FMLA). The U.S. Department of Labor’s Wage and Hour Division (WHD) enforces the FMLA. This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the Head of Human Resources.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," the employee must:

1. Have been employed by Insight Schools of California for at least 12 months (which need not be consecutive);
2. Have been employed by the School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and
3. Be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

Special hours of service eligibility requirements apply to airline flight crew employees.

II. Entitlements

As described below, the FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration.

A. Basic FMLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date the employee uses their family and medical leave. Leave may be taken for any one (1), or for a combination, of the following reasons:

- The birth, adoption, or foster care placement of a child with the employee and to care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, child, or parent (but not in-law) who has a serious health condition;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one (1) or more of the essential functions of the employee's job; and/or
- Because of any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces for deployment to a foreign country in support of contingency operation or Regular Armed Forces for deployment to a foreign country.

A "serious health condition" is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents employees from performing the functions of their job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one

(1) visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

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

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

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

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." "Covered servicemembers" also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five (5) years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

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

C. Intermittent Leave and Reduced Leave Schedules

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

D. No Work While on Leave

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

E. Protection of Group Health Insurance Benefits

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

F. Restoration of Employment and Benefits

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

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

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of:

1. Their rights and responsibilities in connection with such leave;
2. The School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and
3. The amount of leave, if known, that will be counted against the employee's leave entitlement.

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

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

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

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform the Human Resources Administrator of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- A medical condition renders them unable to perform the functions of their job;
- They are pregnant or have been hospitalized overnight;
- They or a covered family member are under the continuing care of a health care provider;

- The leave is due to a qualifying exigency caused by a military member being on covered active-duty or called to covered active duty status to a foreign country; or
- If the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

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

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

2. Timing of Employee Notice

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

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

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

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

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a

leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

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

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three (3) types of FMLA medical certifications: an initial certification, a recertification, and a return-to-work/fitness-for-duty certification.

It is the employee's responsibility to provide the School with timely, complete and sufficient medical certifications. Whenever the School requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite the employee's diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven (7) calendar days to cure deficiencies. The School will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

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

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

1. Initial Medical Certifications

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

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

2. Medical Recertifications

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

3. Return-to-Work/Fitness-for-Duty Medical Certifications

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

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active-duty or call-to-covered active-duty status of a military member, the School may require employees to provide:

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

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

E. Substitute Paid Leave for Unpaid FMLA Leave

Employees may, to the maximum extent permitted by applicable law, use any accrued paid time while taking unpaid FMLA leave.

The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leave and the paid time will run concurrently with the employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan, or workers' compensation injury/illness, or other monetary benefits shall run concurrently with any FMLA leave entitlement.

F. Pay Employee's Share of Health Insurance Premiums

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

If FMLA leave is unpaid, employees must pay their portion of the group health premium through Employees will pay upon return from leave with a payroll deduction.

School's obligation to maintain health care coverage ceases if the employee's premium payment is more than 30 days late. If the employee's payment is more than 15 days late, School will send a letter notifying the employees that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse School for the cost of the premiums School paid for maintaining coverage during their unpaid FMLA leave.

IV. Exemption for Highly Compensated Employees

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

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact the Head of Human Resources. The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge, or discriminate, threaten, punish, or otherwise retaliate against any person for exercising their rights under the law including requesting FMLA leave, opposing any practice made unlawful by FMLA or for involvement in any investigation or proceeding under or relating to FMLA including cooperating with a WHD investigation. If employees believe their FMLA rights have been violated, they should contact the Head of Human Resources immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the WHD or may bring private lawsuits alleging FMLA violations.

VI. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state, or local law prohibiting discrimination, or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the School's other leave policies in this handbook or contact the Head of Human Resources.

6.3 Military Leave

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

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

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

6.4 Personal Leave

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

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

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

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

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

6.5 Medical Leave and Family Care (Mlfc)

Qualifying Reasons

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

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

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

Qualifying exigencies may include, but are not limited to, attending certain events that arise out the military member’s covered active duty status provided that the employer and employee agree that such

leave shall qualify as an exigency, and agree to both the timing and duration of the leave; certain childcare and school activities; addressing certain financial and legal arrangements; attending certain counseling sessions; caring for the parents of the military member on covered active duty who is incapable of self-care and attending certain post-deployment activities. The qualifying exigencies listed in this paragraph are defined in 29 § CFR 825.126.

Amount of Leave Available

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

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

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

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

Additional Military Family Leave Entitlement (Military Caregiver Leave)

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

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

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

This policy adopts the definition of a “serious injury or illness” set forth in 29 C.F.R. § 825.127. This definition is distinct from the definition of “serious health condition” applicable to MLFC leave to care for

a covered family member (discussed above).

How to Request Leave

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

Certification Requirements

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

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

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

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

Continuation of Health Insurance Benefits While on Leave

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

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

Returning from Leave / Job Restoration

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

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

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

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

Contact Information

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

6.6 Civil Air Patrol Leave

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

6.7 Witness Leave

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

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

Section 7 - General Standards of Conduct

7.1 Sharepoint

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

Link to SharePoint: **California Schools' Central Office**

7.2 Professional Boundaries: Staff/Student Interaction Policy

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

Corporal Punishment

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

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

6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Student Behavior

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

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

Employees are expected to maintain professional, respectful, and age-appropriate communication with students at all times. Inappropriate language or communication toward, around, or with students is prohibited, including but not limited to cussing, profanity, the use of substitute or implied profane language, slang or coded words intended to replace profanity, and words or statements that are overly affectionate, overly familiar, or otherwise inappropriate for a professional school environment. This includes, but is not limited to, referring to students using terms of endearment such as "love," "my love," "baby," "babies," "babe," "sweetheart," "hun," or similar terms, as well as statements such as "I love you" or other expressions that blur professional boundaries. Employees are expected to exercise professional judgment and maintain appropriate boundaries in all verbal, written, and electronic communications with students.

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

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

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their

supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

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

Acceptable and Recommended Staff/Student Behaviors

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

Addressing Student Behavior Concerns:

When a student uses inappropriate language or displays disrespectful behavior, staff should follow these steps:

1. **Remain Composed**: Avoid reacting with anger, irritation, or sarcasm, which can escalate the situation.
2. **Immediate Verbal Correction**: Inform the student that their specific behavior is unacceptable (e.g., "That language is disrespectful" rather than "You are disrespectful").
3. **Redirect & Reinforce**: Briefly state the expected behavior and redirect the student to the current task.

4. **One-on-One Conversation**: If the behavior persists, request to speak with the student after class to explore the cause of the incident and discuss appropriate future behavior.
5. **Documentation**: Log the incident, detailing the specific language or actions used, the context, and any prior warnings given.

For severe or chronic concerns, the following measures may be implemented:

- **Removal from Class**: If a student's behavior is dangerously disruptive or continues after multiple warnings, they may be asked to leave the session or sent to a designated administrator.
- **Parental Involvement**: Teachers and parents/guardians should collaborate to address behavioral concerns
- **Administrative Review**: If initial interventions fail, the department chairperson or a vice principal will be involved to facilitate a resolution.
- **Behavior Intervention Plans (BIP)**: For recurring issues, a team of staff and parents may develop a formal BIP based on a Functional Behavioral Assessment (FBA) to address root causes.

Staff Rights and Professional Protection:

- **Safe Environment**: Staff have the right to an environment that promotes emotional and physical safety.
- **Reporting Threats**: Teachers retain the right to report physical threats or assaults to the police, as stated in the Classroom Discipline Guide.
- **Non-Retaliation**: The school prohibits any form of retaliation against staff who report abusive conduct or misconduct in good faith.

*Refer to your required school training for student safety and behavior response protocols.

7.3 Prevention of Sexual Misconduct and Abuse

Information

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

Policy Statement

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

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

This policy applies to all stakeholders, including administrators, employees, volunteers, and vendors providing instructional services to students. In this policy, these individuals will be referred to as "adults." This policy must be reviewed and applied in conjunction with the School's mandated reporting policy and Professional Boundaries Policy.

Sexual Misconduct and Abuse Prohibited

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

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

In-Person Communication and Interaction

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

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

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

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

Electronic Communication

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

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

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

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

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

Reporting of Violations

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

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

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

Training

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

Investigation and Consequences for Violations

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

Violations of this policy may be considered egregious and gross misconduct and form the basis for immediate termination without regard to the principles of progressive discipline. Employees found to be in violation of this policy may be disciplined, up to and including termination from employment. Volunteers found to be in violation of this policy may be ineligible for continued/future volunteer services and may be removed from their volunteer role.

7.4 Outside Employment

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

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

7.5 Gifts and Favors

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

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

7.6 Ergonomics

The school complies with California Occupational Safety and Health Administration (Cal/OSHA) standards to reduce the risk of Repetitive Motion Injuries (RMIs). We are committed to fostering an ergonomically sound work environment, through appropriate resources, training and administrative guidance.

Responsibilities

The school will:

- Provide ergonomic guidance for offices, and home workspaces
- Offer training on RMI identification, prevention and safe work practices
- Evaluate reported ergonomic concerns in work environments
- Implement appropriate corrective actions, including equipment or workspace adjustments
- Maintain compliance with Cal/OSHA safety standards

Employees will:

- Maintain a safe and ergonomically appropriate dedicated workspace
- Follow school-provided ergonomic guidelines and training
- Report discomfort, pain, or ergonomic concerns promptly to supervisor
- Use school-provided equipment safely and as instructed
- Take movement or stretch breaks every 30–60 minutes when possible
- Maintain a comfortable, organized, and distraction-free environment

Reporting and Response

Employees must promptly report ergonomic hazards or symptoms to their supervisor or HR. The school will review concerns, conduct assessments as appropriate, and implement corrective measures, which may include training, equipment adjustments, or additional resources.

7.7 Email and Signature Blocks

Email Etiquette

- Use a clear, professional subject line
- Keep emails brief and concise
- Avoid all caps, exclamation points, and slang
- Do not overuse bold, underline, and italics
- Respond appropriately and timely (within 24 hours)
- Proofread every email you send
- Check your email multiple times a day
- Reply All - limit replies to those who need to know the information

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

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

What to Include in Your Email Signature:

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

Font: Calibri Size: 11 Color: Black

Monica Smith
Support Team
Specialist
50 Moreland Road,
Simi Valley CA 93065
ph 805.123.4567
msmith@k12insightca.org

7.8 Customer Service Expectations (Virtual and In-Person)

Our top priority is providing exceptional support to our students, families, and community every interaction defines their experience with us.

To support this commitment, all staff are expected to:

- Provide timely, courteous, and responsive service across all virtual and in-person platforms. This includes responding to emails, messages, and calls within established response time expectations.
- Establish and maintain positive relationships by demonstrating professionalism, empathy, and respect in all interactions with students, families, and candidates.
- Communicate clearly and professionally in all formats, including video conferencing, phone calls, email, chat, and learning platforms. Written communication should be clear, grammatically correct, and tone-appropriate.
- Demonstrate strong virtual presence and etiquette during live interactions. This includes being prepared, punctual, attentive, and maintaining a distraction-free environment.
- Actively listen and respond thoughtfully to questions, concerns, and feedback to ensure customers feel heard and supported.
- Address concerns and complaints promptly and professionally. Staff should remain calm, solution-oriented, and respectful at all times. If a concern cannot be resolved, it should be escalated to a supervisor in a timely manner.
- Protect confidentiality and student privacy by following all applicable policies and laws when handling sensitive information in virtual settings.
- Use school-approved platforms and tools for communication to ensure consistency, security, and professionalism.
- Be prepared to provide the same level of professionalism during any required in-person interactions, including meetings, professional development, testing support, events, or when working from a school site or office location.

All employees are expected to conduct themselves with professionalism and respect at all times.

7.9 Professional Communication

The School is committed to fostering a professional, inclusive, and safe work environment where every individual is treated with dignity and respect. We expect all staff members to communicate in a professional, courteous, and constructive manner. This policy applies to all physical workplaces, virtual settings, electronic communications, and off-site work events.

Core Expectations. To maintain a culture of excellence and collaboration, all staff members are expected to:

- **Communicate with Integrity:** Base all interactions on honesty, mutual respect, and common sense.
- **Practice Professionalism:** Maintain a constructive tone in all dialogues, including when providing or receiving feedback.

- **Promote Inclusion:** Use language that fosters a sense of belonging and avoids "us-versus-them" mentalities.
- **Uphold Accountability:** Recognize that every employee plays a vital role in sustaining a respectful environment through their personal conduct.

Unacceptable Conduct. Disrespectful behavior, whether intentional or unintentional, will not be tolerated. Examples of prohibited conduct include, but are not limited to:

- **Aggressive Communication:** Shouting, yelling, using a harsh tone, or employing profanity.
- **Dismissive Behavior:** Rolling eyes, ignoring colleagues, or utilizing the "silent treatment."
- **Undermining/Condescending Tone:** Talking down to others, making sarcastic or demeaning remarks, or publicly belittling a colleague's work.
- **Threatening Language:** Any communication intended to intimidate, provoke, or threaten retribution or financial harm.
- **Passive-Aggressive Actions:** Spreading rumors, engaging in gossip, or sabotaging a colleague's efforts.
- **Discrimination & Harassment:** Offensive comments regarding race, gender, religion, age, disability, sexual orientation, or any other protected characteristics.

7.10 Workplace Conduct

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

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

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing, or defacing Insight Schools of California property or a co-worker's property, and/or disclosure of confidential information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. Violation of Insight Schools of California's Drug and Alcohol-Free Workplace Policy.
6. Fighting, threatening, or disrupting the work of others or other violations of Insight Schools of California's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.

9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness, or unexcused absences.
10. Gambling on School property.
11. Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.
12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of Insight Schools of California's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of Insight Schools of California policy.

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

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

7.11 Workplace Conduct: Disciplinary Action Guidelines

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

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

Depending on the specific circumstances, the company may suspend or terminate an employee without prior discipline, or without following a particular order of discipline. The observance of these rules will

help to ensure that our workplace remains a safe and desirable place to work.

7.12 Punctuality and Attendance

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

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

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

7.13 Use of Communications and Computer Systems

To ensure the security of our network and the integrity of our data, all staff must use school-issued computers and tablets for every professional task. This includes all lesson planning, grading, and official communications. Using personal devices for school business is strictly prohibited to maintain compliance with privacy regulations and protect sensitive student information.

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

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

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

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

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

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

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

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

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

7.14 Use of Social Media

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

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

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

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

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

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

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

7.15 Use of Social Media: Guidelines

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

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

Insight Schools of California encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions

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

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

7.16 Personal and Company-Provided Portable Communication Devices

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

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

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

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

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

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

Portable Communication Device Use While Driving

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

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

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

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

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

7.17 Inspections

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

7.18 Smoking

Insight would like to ensure a safe, healthy, and distraction-free learning environment for students while reinforcing faculty members as positive role models.

Prohibited Activities

During all scheduled work hours, live classes, and virtual meetings with students or parents, teachers are strictly prohibited from using or displaying:

- Cigarettes, cigars, and pipes

- Electronic nicotine delivery systems (ENDS), vape pens, and e-cigarettes (whether nicotine-free or containing THC)
- Smokeless tobacco, such as dip or chew

7.19 Weapons

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

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

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

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

7.20 Personal Visits and Telephone Calls

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

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

7.21 Solicitation and Distribution

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

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

7.22 Confidential Company Information

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

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

7.23 Conflict of Interest and Business Ethics

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

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

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

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

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

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

7.24 Use of Facilities, Equipment and Property, Including Intellectual Property

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

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

Employees also are prohibited from any unauthorized use of the School's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, the School is not responsible for any damage to employees' personal belongings unless the employee's supervisor provided advance approval for the employee to bring the personal property to work.

When your employment ends, you are required to return all School property in clean and satisfactory condition. This includes but is not limited to all student records, curriculum, manuals and guides,

documents, phones, computers, equipment, keys, and tools. We reserve the right to take any lawful action to recover and protect our property.

7.25 Health and Safety

The health and safety of employees and others on School property are of critical concern to Insight Schools of California. The School intends to comply with all health and safety laws applicable to our business. To this end, the School must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to management immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the School's premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible should be brought to the attention of management immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. The School may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's supervisor or Human Resources as soon as possible, regardless of the severity of the injury or accident.

7.26 Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, Insight Schools of California may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases, such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or discharged from employment, at the discretion of the School. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The School generally will attempt to identify other available positions, but if no alternate position is available, the School retains the right to decide which employee will remain with the School.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

7.27 Employee Dress and Personal Appearance

In Person Event or Meeting:

Employees are role models for students, parents, and the community. In-person meetings—including staff meetings, parent-teacher conferences, IEP meetings, and professional development—represent a heightened level of professional engagement. Appearance should be professional, clean, and appropriate to the assigned duties.

General Guidelines

- Appearance: Clothing must be clean, neat, pressed, and in good repair (no holes, tears, or excessive stains).
- Safety & Hygiene: Good personal hygiene is required. Heavily scented lotions or perfumes should be avoided to protect against allergies.
- Undergarments: Undergarments must not be visible. Clothing must provide sufficient coverage when bending over or sitting.
- Discretion: The building principal or site administrator has the final authority to determine if an employee's attire is appropriate.

Acceptable Meeting Attire (Business Casual/Professional)

- Tops: Collared shirts (polo-type or button-down), blouses, sweaters, turtlenecks, or blazers.
- Bottoms: Dress slacks, khakis, trousers, or skirts/dresses of an appropriate length (generally at or just above the knee), jeans when appropriate or clearly stated.
- Footwear: Dress shoes, flats, loafers, or ankle boots.
- Accessories: Jewelry and hair accessories should be modest.

Unacceptable Attire

The following are considered inappropriate for in-person meetings unless a specific, approved exception is made:

- Jeans of any color (unless specifically authorized for "dress down" days).
- Athletic wear (sweatpants, sweatshirts, yoga pants/leggings).
- T-shirts (graphic or plain).
- Flip-flops, beach sandals, or worn tennis shoes.
- Revealing clothing: Tank tops, halter tops, spaghetti strap tops without a covering jacket, midriff-baring tops, or low-cut tops.
- Hats, caps, or head coverings worn indoors (exceptions made for religious or medical reasons).

In Office

Attire is business casual

- If you work in the office, you will receive a document outlining the dress code for the office. It is also posted throughout the office.
- Business attire may be required throughout the year. Staff will receive prior notice to dates in which business attire will be expected.

Virtual Staff

Employees should maintain a professional and appropriate appearance during all live instructional sessions, meetings with students or families, and recorded school events. Because instruction occurs in a virtual environment, attire expectations primarily apply to clothing visible on camera.

Acceptable Attire

Staff are encouraged to wear professional casual clothing that reflects a respectful learning environment. Examples include:

- Blouses, sweaters, polos, or collared shirts
- School or program-branded apparel
- Neat, casual tops or professional t-shirts
- Simple patterns or solid colors that display well on camera

Not Appropriate for Instructional Time

The following items should not be worn when on camera with students or families:

- Pajamas or sleepwear
- Clothing with offensive, inappropriate, or controversial graphics or language
- Tank tops, strapless tops, or excessively revealing clothing
- Clothing that appears unclean or excessively wrinkled

Off-Camera Work

During non-instructional work time when employees are not on camera, attire may be more casual. Staff should ensure they are able to appear on camera promptly in appropriate attire if needed.

Professional Presentation

Employees should also maintain a professional on-camera presence, including:

- Reasonable grooming and appearance
- An appropriate and distraction-free workspace background when possible

This is not an exhaustive list please reach out to your supervisor for questions and exceptions.

7.28 Publicity/Statements to the Media

All media inquiries seeking the School's official position as to any issue of the School must be referred to the Head of School or the Human Resources Director. Only the Head of School or the Human Resources Director is authorized to make or approve public statements on behalf of the School. No employees,

unless specifically designated by the Head of School or the Human Resources Director, are authorized to make those statements on behalf of the School. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the School must first obtain approval from the Head of School or the Human Resources Director.

7.29 Operation of Vehicles

All employees authorized to drive School-owned or leased vehicles or personal vehicles in conducting School business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

Employees must have a valid driver's license in their possession while operating a vehicle off or on School property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

Employees who use their own cars for school business shall be paid per mile allowance to cover the cost of gasoline, oil, depreciation, and insurance. Expenditures for parking and tolls may be claimed in addition to the mileage allowance. Claims for reimbursement must be approved by their Supervisor before they are submitted for payment.

Employees are expected to drive in a safe and responsible manner and to maintain a good driving record. Employees are expected to follow all state and local laws. In the event of an automobile accident, employees are expected to cooperate fully with the authorities. However, employees should make no voluntary statement other than in reply to questions from investigation officers. In the event of an automobile accident, employees are to take photos of the accident and forward them as soon as possible to Human Resources.

School-owned or leased vehicles may be used only as authorized by management.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employees are driving, and permitted by law, they must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

7.30 Business Expense Reimbursement

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the employee's Supervisor, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted through the expense reimbursement system for review.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact their Supervisor in advance if they have any questions about whether an expense will be reimbursed.

Employees shall submit an expense report as per the guidelines: **Central Office - Expense Reimbursement**

7.31 References

The School will provide general information concerning the employee such as date of hire, date of discharge, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to HR@caliva.org.

Only the Human Resources Department may provide references.

7.32 If You Must Leave Us

Should the employees decide to leave the School, we ask that they provide a Supervisor with at least two (2) weeks advance notice of departure. Thoughtfulness will be appreciated. All School, property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, etc., must be returned at separation. Employees also must return all of the School's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay the School (through payroll deduction, if lawful) for any lost or damaged School property. As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

7.33 Exit Interviews

Employees who resign are requested to participate in an exit interview with the Human Resources Representative, if possible.

7.34 A Few Closing Words

This handbook is intended to give employees a broad summary of things they should know about Insight Schools of California. The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, Insight Schools of California, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Employees should not hesitate to speak to management if they have any questions about the School or its personnel policies and practices.

For employees covered by a Collective Bargaining Agreement (CBA), in areas where the Handbook and CBA conflict, the CBA governs.

Section 8 - California Addendum

8.1 California: Personal Leave

If employees are ineligible for any other School leave of absence, Insight Schools of California, under certain circumstances, may grant a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and employees are not eligible for FMLA and CFRA, medical certification also must be submitted. The request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as performance and attendance records. Normally, a leave of absence will be granted for a period of up to eight (8) weeks. However a personal leave may be extended if, prior to the end of leave, employees submit a written request for an extension to management and the request is granted. During the leave, employees will not earn vacation, personal days or sick days. We will continue health insurance coverage during the leave if employees submit their share of the monthly premium payments to the School in a timely manner, subject to the terms of the plan documents.

When the employees anticipate returning to work, they should notify management of the expected return date. This notification should be made at least one week before the end of the leave.

Upon completion of the personal leave of absence, the School will attempt to return employees to their original job or a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of availability to return to work, failure to return to work when notified or a continued absence from work beyond the time approved by the School will be considered a voluntary resignation of employment.

Personal leave runs concurrently with any School-provided Short-Term Disability Leave of Absence.

8.2 California: Time off for Military Spouses

If the employee works, on average, at least 20 hours per week and their spouse is a qualified member of the United States Armed Forces, the National Guard or the Reserves, the employee is eligible to take leave for a period of up to 10 days while their spouse is home during a qualified leave period. When the employee is also eligible for military family member exigency leave, leave under this policy shall also count toward the employee's leave entitlement under the Family and Medical Leave Act (FMLA), where the time off meets the definition of FMLA military exigency leave.

Required Notice to Employer

Within two (2) business days of receiving official notice that the employee's spouse will be on leave the employee must provide notice to the School of their intent to take military spouse leave.

Required Documentation

The employee must submit written documentation to the School certifying that during the requested time off, the employee's spouse will be on leave from deployment during a period of military conflict.

Leave is Unpaid

Leave granted under this policy is unpaid.

Definitions

For the purposes of this policy, the following definitions apply:

"Qualified Member" means any of the following:

- a member of the United States Armed Forces who is deployed during a period of military conflict to an area designated as a combat theater or combat zone by the President of the United States; or
- a member of the National Guard who is deployed during a period of military conflict; or
- a member of the Reserves who is deployed during a period of military conflict.

"Period of Military Conflict" means any of the following:

- a period of war declared by the U.S. Congress; or
- a period of deployment for which members of the Reserves are ordered to active duty.

"Qualified Leave Period" means the period during which the qualified member is on leave from deployment during a period of military conflict.

8.3 Acknowledgment and Receipt of California: Discrimination, Harassment and Retaliation Prevention Policy

Insight Schools of California does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or third party based on actual or perceived race, color, creed, religion, age, sex or gender (including pregnancy, childbirth, and related medical conditions), sexual orientation, gender identity or gender expression (including transgender status), national origin, ancestry, marital status, protected medical condition as defined by state law (including cancer or genetic characteristics), physical or mental disability, military and veteran status, reproductive health decision making, genetic information, or any other characteristic protected by applicable federal, state, or local laws and

ordinances. Further, the School prohibits discrimination, harassment, and retaliation on the basis of any combination of protected characteristics. The School is committed to a workplace free of discrimination, harassment, and retaliation.

The School management team is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, an offensive, or a hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media, or emails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion toward an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature. Sexual harassment includes unwelcome or unwanted conduct that is either of a sexual nature or directed at an individual because of that individual's sex when:

- Submission to that conduct or to those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

- Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;
- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;

- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome or unwanted sexually related comments;
- Conversation about one's own or someone else's sex life;
- Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
- Teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
- Express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; and
- Denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, a coworker, a client, a customer, a vendor, or another third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If the employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of the Head of School. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed, the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, the Human Resources Director should be contacted immediately. (Phone numbers are available through the School directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy or the Equal Employment Opportunity Policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy or our Equal Employment Opportunity Policy must immediately report the issues raised to the Head of School.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or the Equal Employment Opportunity policy. To the extent possible, the School will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the School generally will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. Upon completion of the investigation, the School shall determine whether this policy has been violated based on its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline up to and including termination.

Training

All employees are required to undergo harassment prevention training as required by applicable law. For more information about this training requirement, employees should go to https://calcivilrights.ca.gov/shptfaq-employee/.

Retaliation Prohibited

In addition to being a violation of this policy, harassment, discrimination, or retaliation also can be against the law. Employees who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Remember, the School cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct they believe violates this policy.

I acknowledge that I have received, read, and understand Insight Schools of California's Discrimination, Harassment, and Retaliation Prevention Policy. I agree to abide by and be bound by the rules, provisions and standards set forth in Insight Schools of California's policy. I further acknowledge that Insight Schools of California reserves the right to revise, delete, and add to the provisions of the Discrimination, Harassment and Retaliation Prevention Policy at any time. I also acknowledge I have received the California Civil Rights Department's brochure, Sexual Harassment Fact Sheet (CRD-185 brochure).

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

8.4 California: Working Hours and Schedule

Insight Schools of California normally is open for business from 8:00 AM to 5:00 PM, Monday through Friday.

Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of the business, at some point Insight Schools of California may need to change individual work schedules on either a short-term or long-term basis.

Rest Breaks

Non-exempt employees who work three-and-one-half (3.5) or more hours per day are authorized and permitted one (1) 10-minute rest break for every four (4) hours or major fraction thereof worked. For purposes of this policy, "major fraction" means any time greater than two (2) hours. For example, if employees work more than six (6) hours, but no more than 10 hours in a workday, they are authorized and permitted to take two (2) 10-minute rest breaks: one (1) during the first half of a shift and a second rest break during the second half of the shift. If employees work more than 10 hours but no more than 14 hours in a day, they are authorized and permitted to take three (3) 10-minute rest breaks, and so on.

Rest breaks should be taken as close to the middle of each work period of four (4) hours or major fraction thereof as is practical. Employees do not need to obtain their supervisor's approval or notify their supervisor when taking a rest break. Employees are encouraged to take their rest breaks; they are not expected to and should not work during their rest breaks. Non-exempt employees are paid for all rest break periods and do not need to clock out when taking a rest break.

Rest breaks may not be combined with another rest break or with the meal period. In addition, rest breaks may not be taken at the beginning or end of the work day to arrive late or leave early. Each rest break must be a separate break, meeting the requirements described above. If any work is performed during a rest break, or if the rest break is interrupted for any work-related reason, the employee is entitled to another uninterrupted paid rest break.

Insight Schools of California also provides cool down rest and recovery periods as needed to prevent heat illness as required by law for employees who perform work: (1) outdoors when temperatures are 80 degrees or higher or (2) indoors where temperatures are 82 degrees or higher.

Meal Periods

Employees who work more than five (5) hours in a workday are provided an unpaid, off-duty meal period of at least 30 minutes. Employees are responsible for scheduling their own meal periods, but they should confirm them with their supervisor. Meal periods must begin no later than the end of the fifth hour of work. For example, the employee who begins working at 8:00 a.m. must begin the meal period no later than 12:59 p.m. When scheduling a meal period, employees should try to anticipate workflow and deadlines.

Employees who work more than 10 hours in a day are entitled to a second unpaid, off-duty 30-minute meal period. Employees entitled to a second meal period should schedule their second meal period so it begins no later than before the end of their tenth hour of work, meaning the meal period should begin after working no more than nine (9) hours, 59 minutes.

During meal periods, employees are relieved of all duty and should not work during this time. When taking a meal period, employees should completely stop working for at least 30 minutes. Employees are prohibited from working "off the clock" during their meal period.

Those employees who use a time clock must clock out for their meal periods. These employees are expected to clock back in and promptly return to work at the end of any meal period. Those employees who record their time manually must accurately record their meal periods by recording the beginning and end of each work period. Unless otherwise directed by a supervisor in writing, employees do not need to obtain a supervisor's approval or notify a supervisor when taking a meal period. Employees are to immediately notify the Human Resources Director if they believe that they are prevented by the nature of their work from taking a timely and/or complete meal period.

Meal Period Waiver

If no more than six (6) hours of work will complete the day's work, employees may voluntarily waive the meal period in writing. Employees should see the Human Resources Director to obtain this waiver form. If the employee works no more than twelve (12) hours, the employee can waive the second meal period, but only if the first meal period was received and not waived in any manner. Any waiver of the second meal period must be in writing and submitted before the second meal period. Employees should see the Human Resources Director to obtain this waiver form. Employees who work more than 12 hours may not waive, and should take, their second unpaid, off-duty, and uninterrupted 30-minute meal period.

No Working During Rest Breaks and Meal Periods

Employees are completely relieved of all work duties and responsibilities during their rest breaks and meal periods. All rest breaks and meal periods must be taken outside the work area, such as in a break room. Employees may leave the premises during rest breaks and meal periods. Employees should not visit or socialize with employees who are working while they are taking a rest break or meal period. Employees, including those in a sensitive position like security or information technology, are not expected to remain “on call” or available to respond to messages, monitor radios, telephones, email, or other devices during meal periods and rest breaks.

Employees are required to immediately notify the Human Resources Director if they believe they are being pressured or coerced by any manager, supervisor or other employee to not take any portion of a provided rest break or meal period.

8.5 California: Equal Employment Opportunity

Insight Schools of California is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, color, religious creed, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and related medical conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, protected medical condition as defined by applicable state or local law (such as cancer), reproductive health decision making, genetic information, , or any other characteristic protected by applicable federal, state, or local laws and ordinances. Insight Schools of California's management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, access to facilities and programs, and general treatment during employment.

The School will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's: physical or mental disability; sincerely held religious beliefs and practices; needs as a victim of domestic violence, sex offenses, or stalking; needs related to pregnancy, childbirth, or related medical conditions; and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the School's business operations. Any applicant or employee who needs an accommodation to perform the essential functions of the job should contact Human Resources to request such an accommodation. The individual should specify what accommodation is needed to perform the job and submit supporting documentation explaining the basis for the requested accommodation, to the extent permitted and in accordance with applicable law. The School will review and analyze the request, including engaging in an interactive process with the employee or applicant, to identify if such an accommodation can be made. The School will evaluate requested accommodations, and as appropriate identify other possible accommodations, if any. The individual will be notified of the School's decision within a reasonable period. The School treats all medical information submitted as part of the accommodation process in a confidential manner.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of Human Resources. The School will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. If employees feel they have been subjected to any such retaliation, they should contact Human Resources. To ensure our workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge. All employees must cooperate with all investigations conducted pursuant to this policy.

8.6 California: Overtime

When Insight Schools of California experiences periods of extremely high activity, additional work may be required. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations.

Non-exempt employees generally will be paid overtime at the rate of time and one-half (1.5) times their regular rate of pay for all hours worked in excess of eight (8) hours in one (1) day or 40 hours in one (1) week, or for the first eight (8) hours on the seventh (7^{th}) consecutive day in the same workweek.

Non-exempt employees generally will be paid double-time for hours worked in excess of 12 in any workday or in excess of eight (8) on the seventh (7^{th}) day of the workweek.

Employees may work overtime only with management authorization.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

8.7 California: Sick and Safe Time

Eligibility

Pursuant to the Healthy Workplaces, Healthy Families Act, the School provides paid sick leave to employees who work for Insight Schools of California in California for 30 or more days within a year. For employees who work in California who are eligible for sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave will accumulate at the rate of one (1) hour for every 30 hours worked, up to a total maximum accrual of ten (10) days or 80 hours. Employees who are exempt from overtime pursuant to the executive, administrative, and professional exemptions under California law are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case paid sick leave accrues based upon that normal workweek. For purposes of this policy, the year is the consecutive 12-month period beginning January 1 and ending December 31.

Usage

Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in minimum increments of two (2) hours. Employees may use up to five (5) days or 40 hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member; or
2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:
    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child);

grandparent; grandchild; sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:
    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Director otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Human Resources Director may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable.

Payment

Eligible employees will receive payment for paid sick leave at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued paid sick leave carries over from year to year, but is subject to the accrual cap of 10 days or 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used.

Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against any employee who requests paid sick days or uses paid sick days or both is prohibited and employees may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against any employee.

If employees have any questions regarding this policy, they should contact the Human Resources Director.

8.8 California: Bone Marrow Donation Leave

The employee who has been employed for at least 90 days may request a leave of absence for up to five (5) business days in any one-year period to undergo a medical procedure to donate bone marrow. Employees must provide a certification from their physician regarding the purpose and length of each leave requested. The employee must use any accrued vacation time, sick leave or paid time off for this leave, but the use of vacation accrual, sick leave or paid time off does not extend the term of this leave. If accrued vacation, sick leave or paid time off is not available, the time off for such procedure shall be paid, but the paid time off shall not exceed five (5) days. Bone marrow donation leave will not be designated as FMLA or CFRA leave time. Employees will receive health benefits for the duration of their Bone Marrow Donation Leave and upon returning from such leave will have a right to return to the same or equivalent positions they held before such leave.

8.9 California: Lactation Breaks

Insight Schools of California supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time for employees who wish to express breast milk for their infant child each time the employee has a need to express milk, in accordance with applicable local, state, and federal law. If possible, the break time must run concurrently with rest and meal periods already provided. If break time cannot run concurrently with rest and meal periods, it will be unpaid, to the extent permitted by applicable law.

The School will provide breastfeeding employees with space, in close proximity to their work area, that is shielded from view and free from intrusion from co-workers and the public. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who need a lactation accommodation should submit a request for possible accommodation to the Human Resources Director. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall engage in an interactive process to determine the appropriate accommodations.

California law expressly prohibits discrimination or retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees have the right to file a complaint with the Labor Commissioner for any violation of the rights underlying this policy.

Employees can consult the Human Resources Director with questions regarding this policy.

8.10 California: Safe Harbor Policy for Exempt Employees

It is School policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure employees are paid properly and no improper deductions are made, employees must review their pay stubs promptly to identify and to report all errors.

If the employee believes a mistake has occurred or if the employee has any questions, the employee should use the reporting procedure outlined below.

Exempt salaried employees receive a salary which is intended to compensate for all hours worked for the School. This salary will be established at the time of hire or when the employee becomes classified as an exempt employee. While it may be subject to review and modification from time-to-time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under state law, salary is subject to certain deductions. For example, the employee's salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability, if the available paid sick leave has been exhausted;
- intermittent absences, including partial-day absences, covered by the federal Family and Medical Leave Act, if other available paid leave has been exhausted;
- to offset amounts received as payment for jury and witness fees or military pay;
- during the first or last week of employment in the event the employee works less than a full week; and
- any work week in which the employee performs no work for the School.

Salary also may be reduced for certain types of deductions, such as the employee portion of health, dental or life insurance premiums; state, federal or local taxes, social security; or, voluntary contributions to a 401(k) or pension plan.

In any workweek in which the employee performed any work, the employee's salary will not be reduced for any of the following reasons:

- partial-day absences for personal reasons, sickness or disability;
- absence on a holiday when the facility is closed or because the facility is otherwise closed on a scheduled workday;
- absences for jury duty, attendance as a witness or military leave in any week in which the employee has performed any work; and
- any other deductions prohibited by state or federal law.

If employees believe they have been subject to any improper deductions, they should immediately report the matter to their supervisor. If the supervisor is unavailable or if employees believe it would be inappropriate to contact that person (or if they have not received a prompt and fully acceptable reply), they should immediately contact Payroll Manager or any other supervisor in the School with whom the employee feels comfortable. If employees are unsure of whom to contact if they have not received a satisfactory response within five (5) business days after reporting the incident, they should immediately contact the Payroll Manager.

Every report will be fully investigated and corrective action will be taken where appropriate, up to and including termination for any employee who violates this policy. In addition, the School will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including termination.

8.11 California: Organ Donation Leave

Employees who have been employed for at least 90 days may request a paid leave of absence for up to 30 business days in any one-year period to undergo a medical procedure to donate an organ. Employees can request an additional 30 days of unpaid leave in any one-year period for this same purpose. Employees must provide a certification from their physician regarding the purpose and length of each leave requested. The one-year period is measured from the start of the leave.

For an initial request for organ donation leave, the employee must use up to two weeks of accrued vacation, sick leave or paid time off for this leave, but the use of vacation accrual, sick leave or paid time off does not extend the term of the leave. If accrued vacation, sick leave or paid time off is not available, the time off for such procedure shall be paid however the paid time off shall not exceed 30 days. Organ donation leave will not be designated as FMLA or CFRA leave time. Employees will receive health benefits for the duration of their organ donation leave and upon returning from such leave will have a right to return to the same or equivalent positions they held before such leave. Absences due to organ donation leave do not count as a break in service for the purpose of the employee's right to salary adjustments, sick leave, vacation and paid time off or seniority.

8.12 California: Business Expense Reimbursement

Insight Schools of California will reimburse employees for reasonable expenses incurred for business purposes including, but not limited to, meals, lodging, and transportation. Mileage driven in a personal automobile for business purposes will be reimbursed at the current IRS-approved rate per mile. All business travel and business purchases must be approved in advance by the employee's Supervisor.

Employees should complete expense reimbursement reports within 30 days of incurring the expenses and submit the reports and receipts to the Supervisor .

8.13 California: Family and Medical Leave

Employees may be entitled to a job-protected leave of absence under the Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA). The U.S. Department of Labor’s Wage and Hour Division (WHD) enforces the FMLA. Additionally, employees who are CFRA-eligible have certain rights to take both a pregnancy disability leave (PDL) and CFRA leave for the birth of a child.

This policy provides employees with information concerning FMLA/CFRA entitlements and obligations they may have during such leaves and also explains differences between FMLA, CFRA, and PDL. Where more than one (1) of the laws applies, leave taken may be counted under more than one (1) law at the same time to the extent permitted by the applicable law(s). For example, where leave for a pregnancy disability is also FMLA-qualifying, the leave will count against both FMLA and PDL entitlements. However, PDL is separate from and does not count against employees' CFRA leave entitlement. (Please consult the Pregnancy Disability Leave policy for more information on PDL.) This policy will be interpreted to comply with the law(s) that apply to a particular leave.

If employees have any questions concerning FMLA/CFRA leave, they should contact the Head of Human Resources.

I. Eligibility

The FMLA and CFRA provide eligible employees with a right to leave, health insurance benefits, and, with some limited exceptions, job restoration. To be an "eligible employee," the employee must: 1) have been employed by Insight Schools of California for at least 12 months (which need not be consecutive) and 2) have worked for at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave. All California employees who meet these two (2) criteria are eligible for CFRA leave. California employees also may be eligible to take leave for FMLA reasons if they are eligible for CFRA leave and work at a worksite where 50 or more employees are located within 75 miles.

Special hours of service eligibility requirements apply to airline flight crew employees.

II. Entitlements for FMLA/CFRA Leave

A. Basic FMLA/CFRA Leave Entitlement

The FMLA/CFRA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined by a rolling 12-month period measured backward from the date the employee uses their family and medical leave. In some instances, leave may be counted under the FMLA but not CFRA or CFRA but not the FMLA. Leave may be taken for any one (1), or for a combination, of the following reasons:

1. The birth of a child and to care for a newborn child (counts toward FMLA and CFRA leave entitlements);

2. For placement with the employee of a child for adoption or foster care and to care for the newly placed child (counts toward FMLA and CFRA leave entitlements);

3. To care for the employee's spouse, child, or parent with a serious health condition (counts toward FMLA and CFRA leave entitlements);

4. To care for the employee's registered domestic partner, parent-in-law, grandparent, grandchild, sibling, or designated person with a serious health condition (counts towards CFRA entitlements only, except when a grandparent, grandchild, or sibling meets FMLA definition of parent or child);

5. For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care, or childbirth) that makes the employee unable to perform one (1) or more of the essential functions of their job (counts toward FMLA and CFRA leave entitlements except leave for the employee's disability due to pregnancy, childbirth, or related medical condition does not count against CFRA leave); and/or

6. Because of any qualifying exigency arising out of the fact that the employee's spouse, registered domestic partner, child, parent, or parent-in-law is a military member on covered active-duty status (or has been notified of an impending call or order to covered active-duty status) in the Reserve component of the Armed Forces for deployment to a foreign country in support of a contingency operation or Regular Armed Forces for deployment to a foreign country (counts toward FMLA/CFRA leave entitlements, except that leave taken for a registered domestic partner or parent-in-law counts towards CFRA leave entitlement only).

Leave to care for child after birth or placement for adoption or foster care must be taken within one (1) year of the child's birth or placement.

Under the FMLA, a “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves a period of incapacity or treatment connected with inpatient care (e.g., an overnight stay) in a medical care facility, hospice, or residential health care facility; or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of their job or prevents the qualified family member from participating in school or other daily activities.

Under the CFRA, a “serious health condition” is an illness, injury, impairment, or physical or mental condition that involves either inpatient care in a hospital, hospice, or residential health care facility, any

subsequent treatment in connection with such inpatient care or any period of incapacity, or continuing treatment by a health care provider, including but not limited to treatment for substance abuse. The CFRA defines "inpatient care" broadly and includes a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with inpatient care, or any period of incapacity. A person will be considered an "inpatient" when they are formally admitted to a health care facility with the expectation that they will remain at least overnight and occupy a bed, even if the person is ultimately discharged or transferred to another facility and does not actually remain overnight. The CFRA defines "incapacity" as the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires.

Under the CFRA, a "designated person" means any individual related by blood or whose relationship with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. the School may limit employees to one (1) designated person every 12-month period for family care and medical leave.

Under the FMLA and CFRA, subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment or incapacity due to pregnancy (FMLA only) or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty, and attending post-deployment reintegration briefings.

A leave of absence in connection with a workers' compensation injury/illness or for which the employee receives disability or State of California Paid Family Leave benefits shall run concurrently with FMLA/CFRA leave.

B. Additional Military Family Leave Entitlement (FMLA Only)

In addition to the basic FMLA/CFRA leave entitlement described above, an eligible employee who is the spouse, child, parent, or next of kin of a "servicemember" is entitled to take up to 26 weeks of leave during a 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember is available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary retired list for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." Covered servicemembers also include a veteran who is discharged or released from military service under conditions other than dishonorable at any time during the five- (5-) year period prior to the first date the eligible employee

takes FMLA leave to care for the covered veteran and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definition of a serious illness or injury for current Armed Forces members and covered Veterans are distinct from the definition of "serious health condition" applicable to leave to care for a family member or the employee's own illness or injury.

C. Intermittent Leave and Reduced Leave Schedules

FMLA/CFRA leave may be taken for a period of consecutive days, weeks, or months. Additionally, employees also are entitled to take FMLA/CFRA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember (FMLA only). Intermittent or reduced work schedule leave may be taken for absences where the employee or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition, even if they do not receive treatment by a health care provider. Intermittent leave can also be taken for any qualifying exigency.

Employees also are eligible for intermittent leave for bonding with a child following birth or placement. Intermittent leave for bonding purposes generally must be taken in two-(2-)week increments, but the School permits two (2) occasions where the leave may be for less than two (2) weeks.

D. Health Insurance Benefits Schedules

During FMLA/CFRA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued work.

E. No Work While on Leave

The taking of another job while on FMLA/CFRA leave or any other approved leave of absence is prohibited except as authorized by the School or permitted by applicable law.

F. Restoration of Employment and Benefits

At the end of FMLA/CFRA leave, employees generally have a right to return to the same or equivalent positions they held before the FMLA/CFRA leave. There may be an exception for certain "key employees" under the FMLA (the CFRA does not have an exception for "key employees"). The School will provide notice if employees qualify as "key employees" if it intends to deny reinstatement and any applicable rights in such instances.

Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA/CFRA leave.

G. Notice of Eligibility for, and Designation of, FMLA/CFRA Leave

Employees requesting FMLA/CFRA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA/CFRA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA/CFRA leave, employees are entitled to receive written notice of:

1. Their rights and responsibilities in connection with such leave;
2. The School's designation of leave as FMLA/CFRA-qualifying or non-qualifying, if not FMLA/CFRA-qualifying, the reasons why; and
3. The amount of leave, if known, that will be counted against the employee's leave entitlement.

The School will respond to a leave request within five (5) business days. Once given, approval shall be deemed retroactive to the date of the first day of the leave. The School may designate FMLA/CFRA leave retroactively with appropriate notice provided that doing so does not cause harm or injury to employees. In other cases, the School and employees can mutually agree that leave is retroactively designated as FMLA/CFRA leave.

III. Employee Obligations for FMLA/CFRA Leaves

A. Provide Notice of the Need for Leave

Employees who take FMLA/CFRA leave must notify, in a timely manner, the School of their need for FMLA/CFRA leave. The following describes the content and timing of such notices.

1. Content of Notice

To trigger FMLA/CFRA leave protections, employees must inform the Head of Human Resources of the need for FMLA/CFRA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA/CFRA leave specifically or explaining the reasons for leave to allow the School to determine that the leave is FMLA/CFRA-qualifying. For example, employees might explain that:

- A medical condition renders them unable to perform the functions of their job;
- They are pregnant;
- They or a covered family member have been hospitalized overnight;
- They or a covered family member are under the continuing care of a health care provider;
- The leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active-duty status; or
- If the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA/CFRA leave under this policy. Employees must respond to the School's lawful questions to determine if absences are potentially FMLA/CFRA-qualifying. Employees do not have to share a medical diagnosis.

If employees fail to explain the reasons for FMLA/CFRA leave, the leave may be denied. When employees seek leave due to FMLA/CFRA-qualifying reasons for which the School has previously provided FMLA/CFRA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA/CFRA leave.

2. Timing of Notice

Employees must provide 30 days' advance notice of the need to take FMLA/CFRA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must notify the School of the need for leave as soon as practicable under the circumstances. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA/CFRA notice obligations, may have FMLA/CFRA leave delayed or denied.

B. Cooperating in the Scheduling of Leave

When planning medical treatment for themselves or family members or requesting to take leave on an intermittent or reduced schedule work basis, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt School operations. Employees must consult with the School prior to scheduling treatment in order to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of the applicable health care provider. To the extent permitted by applicable law, when employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for employees or family members, including a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

C. Submit Initial Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA/CFRA leave sought, employees may be required to submit medical certifications supporting their need for FMLA/CFRA-qualifying leave. As described below, there generally are three (3) types of FMLA/CFRA medical certifications: an initial certification, a recertification, and a return-to-work/fitness-for-duty certification.

It is the responsibility of employees to provide the School with timely, complete, and sufficient medical certifications. Whenever the School requests employees to provide FMLA/CFRA medical certifications, they must provide the requested certifications within 15 calendar days after the request, unless it is not practicable to do so despite diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide them at least seven (7) calendar days to address deficiencies. The School will delay or deny FMLA/CFRA leave to employees who fail to address deficiencies or otherwise fail to submit requested medical certifications in a timely manner.

The School (through individuals other than the employee's direct supervisor) may contact the employee's health care provider to authenticate a medical certification.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete, and/or sufficient FMLA/CFRA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own or a covered family member's serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins.

If the School has reason to doubt the validity of an initial medical certification regarding the employee's own serious health condition, it may require the employee to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require the employee to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee. The School will reimburse employees for any reasonable "out of pocket" travel expenses incurred to obtain second or third medical opinions.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA/CFRA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification. In cases of leave that qualifies under CFRA, recertification will be requested only when the original certification has expired and additional leave is requested.

3. Return-to-Work Release

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA/CFRA leaves that were taken because of their own serious health conditions must provide the School with a release to return to work from their healthcare provider stating they are able to resume work. Employees taking intermittent leave may be required to provide a return-to-work release for such absences up to once every 30 days if reasonable safety concerns exist regarding their ability to perform their duties. The School may delay and/or deny job restoration until employees provide return-to-work releases.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active duty or call to covered active duty status of a military member, the School may require them to provide:

1. A copy of the military member's active duty orders or other documentation issued by the military indicating the military member is on covered active duty or call to active duty status and the dates of the military member's covered active duty service and

2. A certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active-duty status of the same or a different military member.

When leave is taken to care for a covered servicemember with a serious injury or illness as allowed by the FMLA only, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Reporting Changes to Anticipated Return Date

If the anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School with reasonable notice (i.e., within two (2) business days) of their changed circumstances and new return-to-work date. If employees give the School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions will cease.

F. Substitute Paid Leave for Unpaid FMLA Leave

Employees are required to substitute accrued paid time while taking an unpaid FMLA/CFRA leave as follows:

- If employees request FMLA/PDL leave because of disability due to pregnancy, childbirth, or related medical conditions (excluding absences for which they are receiving short-term disability benefits), they must first substitute any accrued paid sick leave for unpaid FMLA/PDL leave. Employees may make a written request to substitute accrued, unused vacation, or other paid time off benefits for unpaid FMLA/PDL leave once their sick leave is exhausted.
- If employees request FMLA/CFRA leave because of their own serious health condition (excluding absences for which they are receiving workers' compensation or short-term disability benefits), they must first substitute any accrued paid vacation, sick, or other paid time off for unpaid FMLA/CFRA leave.
- If employees request FMLA/CFRA leave to care for a covered family member with a serious health condition or bond with a newborn child or newly placed child (excluding absences for which they are receiving Paid Family Leave benefits), they must first substitute any accrued paid vacation or other paid time off for unpaid family/medical leave. Once vacation or other paid time off is exhausted, upon their request, they can substitute paid sick leave for unpaid FMLA/CFRA leave to care for a covered family member with a serious health condition. Employees cannot use sick leave to bond with a child when the child is not ill or sick.

For purposes of this substitution requirement, leave is not "unpaid" during any time for which the employee is receiving compensation from the State of California under its State Disability Insurance or

Paid Family Leave programs or when receiving compensation from workers' compensation. Employees will not be required to use accrued paid leave hours during any time off under this policy for which they are receiving compensation under these programs. However, where applicable and permitted by law, they will be required to use paid leave accruals during any waiting periods applicable to these programs, and upon written request, the School will allow them to use accrued paid time off to supplement any paid workers' compensation, disability, or Paid Family Leave benefits.

The substitution of paid time off for unpaid family/medical leave time does not extend the length of FMLA/CFRA leaves and the paid time off runs concurrently with the FMLA/CFRA entitlement.

G. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA/CFRA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. If paid leave is substituted for unpaid family/medical leave, the School will deduct employees' shares of the health plan premium as a regular payroll deduction. If FMLA/CFRA leave is unpaid, employees must pay their portion of the premium through Employees will pay upon return from leave with a payroll deduction. The School's obligation to maintain health care coverage ceases if the premium payment is more than 30 days late. If the payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

If employees do not return to work for at least 30 calendar days after the end of the leave period (unless they cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA/CFRA leave.

H. Coordination of FMLA Leave with Other Leave Policies

The FMLA and CFRA do not affect any federal, state, or local law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA/CFRA leave is either not available or exhausted, please consult the School's other leave policies in this handbook or contact the Head of Human Resources.

QUESTIONS AND/OR COMPLAINTS ABOUT FMLA/CFRA LEAVE

If employees have questions regarding this policy, they should contact the Head of Human Resources. The School is committed to complying with the FMLA and CFRA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA and CFRA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge, discriminate, threaten, punish, or otherwise retaliate against any person for exercising their rights under the law including requesting FMLA leave, opposing any practice made unlawful by the FMLA or involvement in any investigation or proceeding under or relating to the FMLA including cooperating with a WHD investigation. If employees believe their FMLA rights have been violated, they should contact the Head of Human Resources immediately. The School will investigate any

FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees who believe their rights under the FMLA have been violated also may file FMLA complaints with the WHD or may bring private lawsuits alleging FMLA violations against an employer in court.

8.14 California: Workers' Compensation

On-the-job injuries are covered by Insight Schools of California's Workers' Compensation Insurance Policy, which is provided at no cost to employees. If injured on the job, no matter how slightly, employees should report the incident immediately to their supervisor. Failure to follow School procedures may affect one's ability to receive Workers' Compensation benefits.

Any leave of absence due to a workplace injury runs concurrently with all other School leaves of absence. Reinstatement from leave is guaranteed only if required by law. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

8.15 California: Private Employer Witness Leave

Employees who are subpoenaed or otherwise required by law to appear in court as witnesses in any judicial proceeding will not face discharge, discrimination, or retaliation for taking time off to comply with these obligations.

Employees may use vacation, personal leave, paid sick leave, or other paid time off to cover any period of absence under this policy.

Employees must notify their supervisor as soon as possible upon receiving a subpoena or court order and provide reasonable advance notice of their intention to take time off, unless providing such notice is not feasible. When an unscheduled absence occurs, the School will not take any adverse action against employees if, within a reasonable time after the absence, they provide supporting certification upon the School's request.

This policy does not create a right for employees to take unpaid leave that exceeds the unpaid leave time that is allowed under, or is in addition to, the unpaid leave time permitted by the 12 weeks provided under the federal Family and Medical Leave Act.

8.16 California: Discrimination, Harassment, and Retaliation Prevention

Insight Schools of California does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or third party based on actual or perceived race, color, creed, religion, age,

sex or gender (including pregnancy, childbirth, and related medical conditions), sexual orientation, gender identity or gender expression (including transgender status), national origin, ancestry, marital status, protected medical condition as defined by state law (including cancer or genetic characteristics), physical or mental disability, military and veteran status, reproductive health decision making, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. Further, the School prohibits discrimination, harassment, and retaliation on the basis of any combination of protected characteristics. The School is committed to a workplace free of discrimination, harassment, and retaliation.

The School management team is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, an offensive, or a hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media, or emails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion toward an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature. Sexual harassment includes unwelcome or unwanted conduct that is either of a sexual nature or directed at an individual because of that individual's sex when:

- Submission to that conduct or to those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

- Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;
- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome or unwanted sexually related comments;
- Conversation about one's own or someone else's sex life;
- Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
- Teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
- Express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; and
- Denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, a coworker, a client, a customer, a vendor, or another third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If the employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of the Head of School. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed, the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this

policy and has not received a satisfactory response within five (5) business days, the Human Resources Director should be contacted immediately. (Phone numbers are available through the School directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy or the Equal Employment Opportunity Policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy or our Equal Employment Opportunity Policy must immediately report the issues raised to the Head of School.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or the Equal Employment Opportunity policy. To the extent possible, the School will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the School generally will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. Upon completion of the investigation, the School shall determine whether this policy has been violated based on its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline up to and including termination.

Training

All employees are required to undergo harassment prevention training as required by applicable law. For more information about this training requirement, employees should go to https://calcivilrights.ca.gov/shptfaq-employee/.

Retaliation Prohibited

In addition to being a violation of this policy, harassment, discrimination, or retaliation also can be against the law. Employees who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Remember, the School cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct they believe violates this policy.

8.17 California: Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off sufficient working time to vote. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed a maximum of two (2) hours of voting leave on Election Day without loss of pay. Where possible, supervisors should be notified of the need for leave at least two (2) working days prior to the Election Day.

8.18 California: Statutory Short-Term Disability Benefits

Insight Schools of California also provides statutory short-term disability insurance.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

8.19 California: Leave for Qualifying Acts of Violence

Any employee who is a victim or whose family member is a victim of a qualifying act of violence, may take unpaid leave for up to 12 weeks in any 12-month period for the following reasons:

- To obtain or attempt to obtain any relief for the family member. Relief includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the family member of the victim.
- To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence.
- To participate in safety planning or take other actions to increase safety from future qualifying acts of violence.
- To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare.
- To provide care to a family member who is recovering from injuries caused by a qualifying act of violence.

- To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence.
- To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence.
- To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

If any employee's family member is a victim who is not deceased as a result of crime, and the employee is not a victim, the employee may only take a leave of 10 days under this policy. If the employee's family member is a victim who is not deceased as a result of a crime, and the employee is not a victim, and the employee takes leave to relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare, the employee may only take leave for five (5) days.

For purposes of this policy, "family member" means a child, parent, grandparent, grandchild, sibling, spouse, domestic partner, or designated person. "Designated person" means any individual related by blood or whose association with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. Employees may only designate one (1) person per 12-month period.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:
    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Insight Schools of California may require proof of the employee's participation in these activities. Whenever possible, employees must provide their supervisor reasonable notice before taking any time off under this policy.

Employees may substitute any accrued vacation, sick, or other time off for the leave under this policy. Leave under this policy does not extend the time allowable under the "Family and Medical Leave" and "California Family Rights Act" policies in this handbook.

No employees will be subject to discrimination or retaliation because of their status as a victim or whose family member is a victim of a qualifying act of violence. Any employee who is a victim, or whose family member is a victim of a qualifying act of violence may request other workplace accommodations such as

a transfer, schedule modification, implementation of safety measures, or referral to victim assistance. The School will engage in a good faith interactive process to determine reasonable accommodations, considering any immediate danger, so long as it does not cause undue hardship on business operations.

8.20 California: Bereavement Leave

Employees who have been employed for at least 30 days may take bereavement leave of up to five (5) days upon the death of a family member. For the purposes of this policy, a family member includes a spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, , or parent-in-law.

Bereavement leave need not be consecutive but must be completed within three (3) months of the family member's death.

Bereavement leave will be paid at the employee's base rate of pay at the time of absence for the number of hours the employee otherwise would have worked that day. Bereavement leave is not counted as hours worked for purposes of calculating overtime.

If requested by the School, employees must provide documentation of the death of the family member within 30 days of the first day's leave. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave. Employees wishing to utilize bereavement leave should contact the Human Resources Director. Employees will not be subject to adverse action for exercising rights or attempting to exercise rights under this policy, opposing practices that they believe to be in violation of this policy, or supporting the exercise of rights of another under this policy.

8.21 California: Reproductive Loss Leave

Employees who have been employed for at least 30 days will be provided with up to five (5) days of reproductive loss leave following a reproductive loss event. Employees who experience more than one (1) reproductive loss event within a 12-month period are limited to 20 days of reproductive loss leave in a 12-month period. For purposes of this policy, a reproductive loss event means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction via artificial insemination or an embryo transfer.

Leave may only be taken on regularly scheduled workdays. Leave does not need to be taken on consecutive days. Leave must be completed within three (3) months of the reproductive loss event, except that if the employee is on some other leave from work prior to or immediately following a

reproductive loss event, the reproductive loss leave is available for use during the three (3) months following the end date of the other leave.

Reproductive loss leave is unpaid, except to the extent the employee is eligible for paid leave for these purposes under other the School policies. The employee may elect to use accrued (vacation, personal days, or sick leave) to receive pay during any unpaid leave taken under this policy. Leave provided pursuant to this policy will run concurrently with any other applicable leave of absence for covered reasons, to the maximum extent permitted by applicable law. The substitution of paid time for unpaid leave time does not extend the length of leave and the paid time will run concurrently with the employee's reproductive loss leave entitlement.

Employees must inform their supervisor prior to commencing reproductive loss leave. The School will maintain the confidentiality of any employee requesting leave under this policy including information provided to the School related to a request for leave.

8.22 California: Paid Family Leave Benefits

Employees may be eligible to receive benefits through the California Paid Family Leave (PFL) program, which is administered by the Employment Development Department (EDD), when they take leave to:

- Care for a child, spouse, parent, grandparent, grandchild, sibling, parent-in-law, or registered domestic partner with a serious health condition;
- Bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption; or
- Participate in a qualifying exigency related to the covered active duty or call to covered active duty of the employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States.

These benefits are financed solely through employee contributions to the PFL program. That program is solely responsible for determining if the employee is eligible for such benefits.

If employees need to take time off work for any of the reasons set forth above, they must advise Insight Schools of California, and they will be given information about the EDD's PFL program and how to apply for benefits. Employees also may contact their local EDD Office for further information. Employees should maintain regular contact with the School during the time off work so the School may monitor the employee's return-to-work status. In addition, the employee should contact the School when ready to return to work so the School may determine what positions, if any, are open.

Employees taking time off work for any of the reasons set forth above are not guaranteed job reinstatement unless they qualify for such reinstatement under federal or state family and medical leave laws.

Any time off for Paid Family Leave purposes will run concurrently with other leaves of absence, such as Family and Medical Leave/California Family Rights Act Leave, if applicable. Please see the "Family and

Medical Leave/California Family Rights Act" policies in this handbook for eligibility requirements, if applicable.

8.23 California: Time off for Crime Victims

Employees who have been victims of serious or violent felonies, as specified under California law, or felonies relating to theft or embezzlement may take time off work to attend judicial proceedings related to the crime. Employees may also take time off if an immediate family member has been a victim of such crimes and the employee needs to attend judicial proceedings related to the crime. "Immediate family member" is defined as a person to whom the employee is legally married under the laws of any state, domestic partner, child, child of a registered domestic partner, stepchild, or person to whom employee stood in loco parentis when the person was a minor, sibling, stepsibling, half-sibling, parent, stepparent, foster parent, or legal guardian.

Employees must give their supervisor a copy of the court notice given to the victim of each scheduled proceeding before taking time off, unless advance notice to Insight Schools of California of the need for time off is not feasible. When advance notice is not feasible, the employee must provide the School with documentation evidencing the judicial proceeding, within a reasonable time after the absence. The documentation may be from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office or the victim/witness office that is advocating on behalf of the victim.

Employees may elect to use accrued paid vacation time, paid sick leave time, or other paid time off for the absence. If the employee does not elect to use paid time off, the absence will be unpaid. However, exempt employees will be paid their full salary for any workweek interrupted by the need for time off under this policy.

8.24 California: Literacy Assistance

Insight Schools of California is committed to providing assistance to employees who require time off to participate in an adult education program for literacy assistance. If employees need time off to attend such a program, they should inform their direct supervisor or the Human Resources Department. The School will attempt to make reasonable accommodations by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on the School. The School will attempt to safeguard the privacy of employees' enrollment in an adult education program.

8.25 California: Pregnancy Disability Leave

If employees are disabled by pregnancy, childbirth or related medical conditions, they are eligible to take a pregnancy disability leave (PDL).

Employees may request leave by notifying their supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com.

If affected by pregnancy or a related medical condition, employees also are eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated. Employees disabled by qualifying conditions may also be entitled to other reasonable accommodations where doing so is medically necessary. In addition, if it is medically advisable for employees to take intermittent leave or work a reduced schedule, School may require them to transfer temporarily to an alternative position with equivalent pay and benefits that can better accommodate recurring periods of leave.

The PDL is for any period(s) of actual disability caused by pregnancy, childbirth or related medical condition up to four (4) months per pregnancy. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months (one-third of a year, or 17 1/3 weeks), following the commencement date of taking a pregnancy disability leave. For a full time employee who works 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17 1/3 weeks. Employees working a part-time schedule will have their PDL calculated on a pro-rata basis.

The PDL does not need to be taken in one continuous period of time, but can be taken on an intermittent basis pursuant to the law.

Time off needed for prenatal or postnatal care, severe morning sickness, gestational diabetes, pregnancy-induced hypertension, preeclampsia, doctor-ordered bed rest, postpartum depression, loss or end of pregnancy, and recovery from childbirth or loss or end of pregnancy are all covered by PDL.

To receive reasonable accommodation, obtain a transfer or take a PDL, employees must provide sufficient notice so School can make appropriate plans. Thirty days' advance notice is required if the need for the reasonable accommodation, transfer or PDL is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Employees are required to obtain a certification from their health care provider of the need for pregnancy disability leave or the medical advisability of an accommodation or for a transfer. The certification is sufficient if it contains: (1) a description of the requested reasonable accommodation or transfer; (2) a statement describing the medical advisability of the reasonable accommodation or transfer because of pregnancy; and (3) the date on which the need for reasonable accommodation or transfer became or will become medically advisable and the estimated duration of the reasonable accommodation or transfer.

A medical certification indicating disability necessitating a leave is sufficient if it contains: (1) a statement that the employee needs to take pregnancy disability leave because she is disabled by pregnancy, childbirth or a related medical condition; (2) the date on which the employee became disabled because of pregnancy; and (3) the estimated duration of the leave.

Upon request, your supervisor or ADP TotalSource shall provide you with a medical certification form that you can take to your doctor.

As a condition of returning from pregnancy disability leave or transfer, School requires the employee to obtain a release from a health care provider stating that she is able to resume the original job duties **with or without reasonable accommodation.**

PDL is unpaid. At the employee's option, she can use any accrued vacation time or other accrued paid time off as part of the PDL before taking the remainder of leave on an unpaid basis. We require, however, that the employee use any available sick time during the PDL. The substitution of any paid leave will not extend the duration of the PDL. Employees who participate in the School's group health insurance plan will continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the California Family Rights Act. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums.

We encourage employees to contact the California Employment Development Department regarding eligibility for state disability insurance for the unpaid portion of the leave.

If employees do not return to work on the originally scheduled return date, nor request in advance an extension of the agreed upon leave with appropriate medical documentation, they may be deemed to have voluntarily terminated their employment with School.

Failure to notify School of their ability to return to work when it occurs, or continued absence from work because the leave must extend beyond the maximum time allowed, may be deemed a voluntary termination of employment with School, unless employees are entitled to Family and Medical Leave, or entitled to further leave pursuant to applicable law.

Upon return from a covered PDL, the employee, in most instances, will be reinstated to the same position.

Taking a PDL may affect some benefits and the employee's seniority date. If the employee wants more information regarding eligibility for PDL and the impact of the leave on seniority and benefits, the employee should contact their supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com.

Any request for leave after the disability has ended will be treated as a request for family care leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA), if the employee is eligible for that type of leave. PDL runs concurrently with FMLA (but not CFRA). Employees

should refer to the FMLA policy. Employees who are not eligible for leave under the CFRA or FMLA will have a request for additional leave treated as a request for disability accommodation.

8.26 California: Rehabilitation Leave

Insight Schools of California is committed to providing assistance to our employees to overcome substance abuse problems. The School will reasonably accommodate any employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program. This accommodation may include time off without pay or an adjusted work schedule, provided the accommodation does not impose an undue hardship on the School. Employees may also use accumulated sick days, if applicable, for this purpose.

Employees should notify Human Resources if they need such accommodation. The School will take reasonable steps to safeguard privacy with respect to enrollment in an alcohol or drug rehabilitation program.

8.27 California: Time off for School Related Activities

Employees that work at a location with 25 or more employees are provided unpaid time off up to 40 hours in one (1) calendar year if they are parents (including individuals acting in the capacity of a parent under the law), guardians, stepparents, foster parents or grandparents with custody of a child attending, or of age to attend, a licensed child care provider or kindergarten through Grade 12. The unpaid leave must be used for the following child-related activities:

1. to find, enroll or reenroll the child in a school or with a licensed child care provider, or to participate in activities of the school or licensed child care provider of the child.
2. to address a child care provider or school emergency, meaning that the child cannot remain in school or with a child care provider due to one of the following:
    - the school or child care provider has requested that the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child to be picked up from the school or child care provider;
    - behavioral or discipline problems;
    - closure or unexpected unavailability of the school or child care provider, excluding planned holidays; or
    - a natural disaster, including, but not limited to, fire, earthquake or flood.

The amount of time off for reason #1 cannot exceed eight (8) hours in any calendar month of the year. Prior to taking leave for reason #1 above, the employee must provide reasonable notice of the planned absence to the Human Resources Director. The employee must give notice to the Human Resources Director when taking leave for reason #2 above.

If more than one parent of a child is employed at the same worksite, leave for the reasons above apply, at any one time, only to the parent who first gives notice, such that another parent may take a planned absence simultaneously as to that same child for the reasons above, but only if the parent obtains approval from the Human Resources Director for the requested time off.

Employees may be required to provide documentation of their participation in these activities. Parents, guardians or grandparents with custody of schoolchildren who have been suspended also are allowed to take unpaid time off to appear at the school pursuant to the school's request. Employees may use accrued paid time off for purposes of the leave taken under this policy.

8.28 California: Time off for Volunteer Firefighters, Reserve Peace Officers, and Emergency Rescue Personnel

Employees who are volunteer firefighters, reserve peace officers, or emergency rescue personnel are permitted unpaid time off, not to exceed 14 days per calendar year, for the purpose of engaging in fire, law enforcement, or emergency rescue training.

Employees are also permitted unpaid time off from work to perform emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel.

If the employees request time off under the policy, they must notify their direct supervisor immediately after the need for the leave becomes known.

Section 9 - Louisiana Addendum

9.1 Louisiana: School and Day Care Conf. and Activities Leave

Insight Schools of California will grant employees who are parents or guardians of school-age children up to 16 hours of unpaid leave during any 12-month period to observe or participate in conferences or classroom activities related to the employee's dependent children for whom the employee is the legal guardian that are conducted at the child's school or day care center, if such activities cannot reasonably be scheduled during the nonwork hours of the employee. The employee must provide reasonable prior notice of the leave and must make a reasonable effort to schedule the leave so as not to unduly disrupt the School's operations. Employees may use accrued paid time off for this purpose.

9.2 Louisiana: Jury Duty Leave

The Company realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law without retaliation. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

The Company will provide one (1) day paid time off to any employee who is called or subpoenaed to serve on a state petit, grand jury or central jury pool. Employees will not be required to use accrued paid time off for additional days. Exempt employees will be paid as necessary to comply with federal and state wage and hour laws.

9.3 Louisiana: Volunteer Emergency Responders Leave

Employees may be eligible for time off work to serve or recover from disease or injury as a first responder in the Governor’s Office of Homeland Security and Emergency Preparedness. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt

employees will be paid in accordance with federal and state wage and hour laws. Employees must report to their place of employment within 72 hours after release from duty or recovery from disease or injury from service as a first responder.

Employees returning from time off pursuant to this policy will be reinstated in or restored to the same or comparable position of employment, unless reinstatement would cause undue burden to [the Company]. Such position or a comparable position will be at no less compensation, seniority, status or benefits than that the employee was receiving at the time of the call to duty.

9.4 Louisiana: Time off for Crime Victims

Employees who are victims of or a witness to a crime may take unpaid time off to appear in criminal proceedings.

The Company may require proof of the employee's participation in these activities, which the employee should be able to obtain from judicial and law enforcement agencies.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy.

Section 10 - Utah Addendum

10.1 Utah: Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off working time to vote. Sufficient time is considered to be three (3) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed up to two (2) hours of voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify which hours the employee may be absent, unless the employee requests for time off to be taken at the beginning or end of their shift.

10.2 Utah: Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as an emergency services volunteer. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees may be required to provide [The Company] with a written statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy.

Section 11 - Wisconsin Addendum

11.1 Wisconsin: Organ and Bone Marrow Donor Leave

Employees may take up to six (6) weeks of unpaid leave in a 12-month period for the purpose of serving as bone marrow or organ donors. Leave may only be taken for the period necessary to undergo and recover from the bone marrow or organ donation procedure.

In order to take leave to serve as a bone marrow or organ donor, employees must provide the School with advance notice of the bone marrow or organ donation in a reasonable and practicable manner. Employees must make a reasonable effort to schedule the bone marrow or organ donation procedure so that it does not unduly disrupt the School's operations (subject to the approval of the bone marrow or organ recipient's health care provider).

Employees may substitute paid time off while taking otherwise unpaid leave under this policy, and the substitution of paid time does not extend the length of leave under this policy. If applicable, this leave also will run concurrently with FMLA and/or applicable state law.

If applicable, the School will maintain group health insurance coverage under the conditions that applied immediately before the leave began. In these cases, the School reserves the right to require the employee to have in escrow with the School an amount equal to the entire premium or similar expense for eight (8) weeks of the employee's group health insurance coverage (which may be paid in equal installments at regular intervals over at least a 12-month period and which the School will deposit in an interest-bearing account).

The School may require certification issued by a health care provider (of either the employee or the bone marrow/organ recipient, as appropriate) which indicates:

- the recipient has a serious health condition that necessitates a bone marrow or organ transplant;
- the employee is eligible and has agreed to serve as a bone marrow or organ donor for the recipient; and
- the amount of time expected to be necessary for the employee to recover from the bone marrow or organ donation procedure.

When employees return from bone marrow and organ donation leave, the School will return them to the position they held immediately before going on leave or, if that position is not available, to an equivalent position with equivalent compensation, benefits, working shift, hours of employment and other terms and conditions of employment. If the employee wishes to return to work before the end of the leave as

scheduled, the School will return the employee to the same or a similar position (as described above) within a reasonable time (not to exceed the duration of the originally-scheduled leave).

When employees end their employment with the School, any payments in escrow (as described above) will be returned to them. If employees end their employment during or within 30 days after taking bone marrow and organ donation leave, the School reserves the right to deduct from the amount returned to the employee any premium or similar expense paid for the employee's group health insurance coverage while the employee was on leave under this policy.

11.2 Wisconsin: Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as a volunteer firefighter, emergency medical technician, first responder, or ambulance driver. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws.

11.3 Wisconsin: Family and Medical Leave

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA) and/or the Wisconsin Family Leave Act ("WFLA"). This policy provides employees information concerning FMLA and/or WFLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA and/or WFLA leave, they should contact your supervisor or ADP TotalSource.

I. Employees Eligible for FMLA and WFLA Leave

The eligibility requirements under the FMLA and WFLA are set forth below. Employees of the School who do not meet the eligibility requirements for FMLA leave may be eligible only for WFLA leave and vice versa. As applicable, leave under the FMLA and WFLA runs concurrently.

A. FMLA Eligibility

FMLA leave is available to "FMLA eligible employees." To be an "FMLA eligible employee," an employee must: 1) have been employed by the School for at least 12 months (which need not be consecutive); 2) have been employed by the School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

B. WFLA Eligibility

WFLA leave is available to "WFLA eligible employees." To be a WFLA eligible employee, an employee must have worked for ADP TotalSource or an otherwise covered Company* for at least 52 consecutive weeks and have worked at least 1,000 hours in the 52 weeks preceding the commencement of leave.

*** Note that a covered School under the FMLA and WFLA is generally one which employs 50 or more employees.**

II. Employee Entitlements for FMLA and WFLA Leave

As described below, the FMLA and WFLA provide eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA and/or WFLA also entitle employees to certain written notices concerning their potential eligibility for and designation of leave.

A. Basic FMLA and WFLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The WFLA provides eligible employees up to six weeks of unpaid leave during a calendar year if the leave is due to childbirth or adoption, plus an additional two weeks of leave for the employee's serious health condition or to care for a parent, spouse, child with a serious health condition (employees, however, are entitled to no more than a total of eight weeks of family/medical unpaid leave within the 12-month period under the WFLA - see further information below).

The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses their FMLA leave. Thus, when a leave is requested, the School will look back in the relevant time period to determine the amount of available leave as of the date the leave is to begin.]. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth, or placement for adoption (or foster care - FMLA only);
- To care for the employee's spouse, child or parent (and under the WFLA parent-in-law or stepparent) who has a **serious health condition**;
- For the employee's own **serious health condition**); and/or

- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, child or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country (FMLA only).

Under the FMLA, a **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily

activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Under the WFLA, a **serious health condition** means a disabling physical or mental illness, injury, impairment or condition involving inpatient care in a hospital, nursing home or hospice, or out-patient care that requires continuing treatment or supervision by a health care provider.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement under the FMLA (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, child, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. FMLA leave to care for a servicemember shall only be available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "**covered servicemember**" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as “current members of the Armed Forces.”

Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as “covered veterans.”

The FMLA definitions of a “serious injury or illness” for current Armed Forces members and covered veterans are distinct from the FMLA definition of “serious health condition” applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA and/or WFLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also may be entitled to take leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member (both FMLA and WFLA) or the serious injury or illness of a covered servicemember (FMLA only) or birth or adoption (WFLA only).

D. Leave Because of the Birth or Placement of a Child

Under the WFLA, leave because of the birth of a child or placement of a child with the employee for adoption must commence within six weeks before or after the birth or adoption. Under the FMLA, leave because of the birth of a child or placement of a child with the employee for adoption (or foster care) must be concluded within the 12-month period beginning on the date of birth or placement.

E. Protection of Group Health Insurance Benefits during FMLA Leave

During leave, eligible employees are entitled to receive group health plan coverage (if applicable on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions, including situations where job restoration of "key employees" will cause the School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement and of their rights in such instances. A "key employee" is defined under the FMLA as an employee among the highest paid 10 percent of all employees who are employed within 75 miles of the worksite. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

As with FMLA leave, at the end of WFLA leave, subject to some exceptions, employees generally have the right to return to the same or equivalent position with equivalent pay, benefits and other terms.

G. Notice of Eligibility for, and Designation of, FMLA and WFLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA and/or WFLA leave with appropriate written notice to employees provided the School's failure to designate leave as FMLA- or WFLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA and/or WFLA protection, the School and employee can mutually agree that leave be retroactively designated as FMLA and/or WFLA leave. **[Note: There is always risk with retroactive designations.]**

III. EEmployee FMLA and/or WFLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA and/or WFLA leave must timely notify the School of their need for FMLA and/or WFLA leave. The following describes the content and timing of such employee notices

1. Content of Employee Notice

To trigger FMLA and/or WFLA leave protections, employees must inform their supervisor or ADP TotalSource (866-400-6011, Option 2 or email: TotalSource.FMLA@adp.com) of the need for FMLA/WFLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA and/or WFLA leave specifically, or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA/WFLA-qualifying.

Calling in "sick," without providing the reasons for the needed leave will not be considered sufficient notice for leave under this policy. Employees must respond to the School's questions to determine if absences are potentially leave-qualifying.

If employees fail to explain the reasons for leave, the leave may be denied. When employees seek leave due to FMLA/WFLA-qualifying reasons for which the School has previously provided FMLA/WFLA-protected leave, employees must specifically reference the qualifying reason for the leave or the need for FMLA and/or WFLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA and/or WFLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the School notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees, who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA and/or WFLA notice obligations, may have leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt the School's operations, subject to the approval of an employee's health care provider. Employees must consult with the School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the School may require employees to attempt to make such arrangements, subject to the approval of the employees' health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions

with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave, to the extent permitted by law.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of leave sought, employees may be required to submit medical certifications supporting their need for FMLA/WFLA-qualifying leave. As described below, there generally are three types of medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide the School with timely, complete and sufficient medical certifications. Whenever the School requests employees to provide medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the School (through individuals other than an employee's direct supervisor) may contact the health care provider to authenticate or clarify completed and sufficient medical certifications. If an employee chooses not to provide the School with authorization allowing it to clarify or authenticate the certification with the health care provider, the School may deny leave if the medical certification is unclear.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a family member's serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require employees to obtain a third, final and binding certification

from a health care provider designated or approved jointly by the School and the employee, to the extent permitted by applicable law.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, an employee returning to work from leave that was taken because of their own serious health conditions that made the employee unable to perform their job must provide the School medical certification confirming the employee is able to return to work and the employee's ability to perform the essential functions of the employee's position, with or without reasonable accommodation, to the extent permitted by law. The School may delay and/or deny job restoration until the employee provides a return to work/fitness for duty certification, subject to applicable law.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the School may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA and WFLA Leave

Employees must use any accrued paid time while taking unpaid FMLA and/or WFLA leave (unless the School specifically informs employees that this will not be required). The substitution of paid time for unpaid FMLA and/or WFLA leave time does not extend the length of FMLA and/or WFLA leaves and the paid time will run concurrently with an employee's FMLA and/or WFLA entitlement.

During the leave, employees may be eligible for compensation, such as temporary disability benefits, family leave benefits or workers' compensation benefits. Any compensation or leave taken in connection with any other policy/plan shall run concurrently with any FMLA/WFLA leave entitlement.

F. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless the School notifies employees of other arrangements, whenever employees are receiving pay from the School during leave, the School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working. If leave is unpaid, employees must pay their portion of the group health premium through a method determined by the School upon leave.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA leave.]

G. Report Periodically Concerning Intent to Return to Work

Employees must contact ADP TotalSource at 1-844-448-0325 periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA and/or WFLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School or ADP TotalSource at 1-844-448-0325 or email: Leaves@adp.com with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date). If employees give the School unequivocal notice of their intent not to return to work, the School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions cease.

IV. Coordination of FMLA/WFLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights such as the WFLA. However, whenever permissible by law, the School will run FMLA leave concurrently with WFLA and any other leave provided under state or local law. For additional information concerning leave entitlements and obligations that might arise when FMLA/WFLA leave is either not available or exhausted, please consult the School's other leave policies in this Handbook or your supervisor or ADP TotalSource.

V. Questions and/or Complaints about FMLA/WFLA Leave

If you have questions regarding this FMLA/WFLA policy, please contact your supervisor or ADP TotalSource at 1-844-448-0325 or email: Leaves@adp.com). The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA/WFLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their rights have been violated, they should contact ADP TotalSource immediately. The School will investigate any complaints and take prompt and appropriate remedial action to address and/or remedy any violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

11.4 Wisconsin: Leave for Emergency Responders

Eligible employees who are volunteer firefighters, emergency medical technicians, first responders or ambulance drivers for a volunteer fire department, a public agency or a nonprofit corporation (“volunteer provider”) are eligible for unpaid leave to respond to an emergency prior to the time they are to report to work.

Employees who become a member of a volunteer provider must notify Insight Schools of California in writing within 30 days that they are a volunteer firefighter, emergency medical technician, first responder or ambulance driver. Additionally, if the employee's status changes, including termination of that status, the employee must notify the School of the change in status.

Employees who are going to be late or absent from work due to an emergency that involves their service as a volunteer firefighter, emergency medical technician, first responder or ambulance driver, must make every effort to notify the School that they may be late or absent from work due to the emergency. If prior notification is not possible, the employee must provide a written statement from the chief of the volunteer fire department or person in charge of the ambulance service explaining why prior notification was not possible. Following being late or absent from work due to responding to an emergency, employees must provide a written statement from the chief of the volunteer fire department or person in charge of the ambulance service certifying that they were responding to an emergency and indicating the date and time of the response to the emergency.

Section 12 - Acknowledgments

12.1 General Handbook Acknowledgment

This Employee handbook is an important document intended to help employees become acquainted with Insight Schools of California. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because the School's operations may change, the contents of this handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management.

Please read the following statements and sign below to indicate your receipt and acknowledgment of this handbook.

I have received and read a copy of Insight Schools of California's Employees handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the School at any time.

I further understand that my employment is terminable at will, either by myself or the School, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind.

I understand that no representative of Insight Schools of California other than the Head of School or the Human Resources Director may alter "at will" status and any such modification must be in a signed writing.

I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of the School's Employee handbook.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

12.2 Receipt of Non-Harassment Policy

It is Insight Schools of California's policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and pregnancy-related conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state, or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by Insight Schools of California.

The purpose of this policy is not to regulate any employee's personal morality, but to ensure that no one harasses another individual in the workplace, including while on School premises, while on School business (whether or not on School premises) or while representing the School. In addition to being a violation of this policy, harassment or retaliation based on any protected characteristic as defined by applicable federal, state, or local laws also is unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted, or testified in an investigation or proceeding involving a complaint of sexual harassment as defined by applicable federal, state, or local laws are unlawful.

Harassment Defined

Harassment generally is defined in this policy as unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts, or emails), or physical conduct (including physically threatening another, blocking someone's way, etc.). Such conduct violates this policy, even if it does not rise to the level of a violation of applicable federal, state, or local laws. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;

- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

- Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome sexually related comments;
- Conversation about a person's own or someone else's sex life;
- Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
- Teasing or other conduct directed toward a person because of the person's gender.

Reporting Procedures

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the Head of School. If the employee is unable for any reason to contact this person or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Human Resources Director. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in the reporting hierarchy.

Investigation Procedures

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. All employees must cooperate with all investigations conducted pursuant to this policy.

Retaliation Prohibited

In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee has been subjected to any such retaliation, the employee should report it in the same manner in which the employee would report a claim of perceived harassment under this policy.

Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including termination.

I have read and I understand Insight Schools of California's Non-Harassment Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Position: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT #08

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: 2025-26 Employment Agreements and Terminations

PROPOSAL:
It is proposed that the Governing Board of Insight at San Diego ratify the following 2025-26 Employment Agreements.

BACKGROUND:
Insight at San Diego offered contracts to teachers to meet the enrollment demands of the 2025-26 school year.

New Hires:
- **None**

New Positions:
- **None**

Terminations/Resignations:

Last Name	First Name	Title	FTE
Rios	Katherine	Academic Advisor	1.0
Klein	Danielle	Teacher, High School	1.0

BUDGET IMPLICATIONS:
Funding for these positions is provided through State apportionment based on Average Daily Attendance as reported by the school.

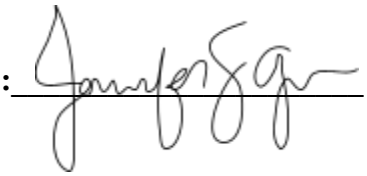
RECOMMENDATIONS:
It is recommended the Governing Board:
1. Ratify the offered 2025-26 Employment Agreements and Terminations
2. Authorize Designee of Board of Directors to sign the 2025-26 Employment Agreements on behalf of Insight at San Diego.

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:
Audrey Beecher
Human Resources Specialist

PRESENTED BY:
Audrey Beecher
Human Resources Specialist

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X				X	
Shelly Hess	X					
Suzanne McCarty	X					X

APPROVED

TO: INSIGHT SCHOOL AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #09

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: 2026-2027 Parent Student Handbook

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the Parent Student Handbook for the 2026-2027 school year.

BACKGROUND: The Parent Student Handbook is included in the school's Back to School Packet and provides families with an overview of the school and its procedures and policies.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the 2026-2027 Parent Student Handbook.

RESPECTFULLY SUBMITTED
Kimberly Odom
Head of School

PREPARED BY:
Kimberly Odom
Head of School

PRESENTED BY:
Morgan Vincent
Academic Admin

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:** _____ **Date: 6/22/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X					
Shelly Hess	X					X
Suzanne McCarty	X				X	

Parent Student Handbook Summary of Changes

Section	Page	Change
School Calendar	Page 8	2026-2027 Dates
Dual Enrollment	Page 46	Added dual enrollment information
Graduation Requirements	Page 49	2027-2028 Graduation Requirements
Internet Service provider (ISP) Program	Page 56	Updated amount
Artificial Intelligence (AI) Usage Policy	Page 59	Added the policy language

Insight Schools of California

Parent/Student Handbook

2026-2027

Insight Schools of California
50 Moreland Road
Simi Valley, California 93065
Tel: (805) 581-0202
Fax: (805) 581-0330
http://ca.insightschools.net/

This Parent Student Handbook and all policies herein was reviewed and approved by the charter school board June _____.

Contents

Welcome to Insight Schools of California 7
2026-2027 Academic Calendar 8
Overview of Insight 9
ISCA Faculty 10
Teacher Responsibilities 10
Communication 11
Notice of Language Assistance Services for Parents 11
Requesting an Interpreter 11
Questions or Concerns 11
Enrollment in Insight Schools of California 12
Fees 13
Health and Immunization 13
High School Enrollment 14
Enrollment Requirements: 15
Placement Process: 15
Attendance: 15
Progress: 16
Learning Coach Expectations and Responsibilities to Student and ISCA: 16
Procedures and Policies 18
Attendance and Truancy 18
Change of Contact Information 18
Computer Use Policy 19
Video Conferencing Guidelines 20
Access to Inappropriate Material 20
Credit Recovery Policy 20
Independent Study Master Agreement (ISMA) 20
Attendance/Engagement Policy 21
Discipline 23
Title IX and Non-Discrimination 23
Title IX Coordinator & the Office of Civil Rights 25

Married/Pregnant/Parenting Students 26
Anti-Harassment and Anti-Bullying Policy 27
Uniform Complaint and Reporting Procedure 28
Filing Complaints with State and Federal Agencies 29
Confidentiality 29
Retaliation Is Prohibited 29
Time Limits 29
Disciplinary Action 29
Appeal Procedures 30
McKinney-Vento 31
Students in Foster Care 31
Unable to Contact 32
Withdrawals 32
Work Permits 32
Connecting Our School Community 33
Retention and Academic Intuitive Support Experts (RAISE) 33
RAISE Tiers 33
Connecting with Insight Staff 34
Family Education Rights and Privacy Act (FERPA) 34
FERPA – Release of Directory Information 35
FERPA – Filing a Complaint 36
Family Policy Compliance Office 37
Protection of Pupil Rights Amendment (PPRA) 37
Student Records 38
School Accountability Report Card (SARC) 39
Student Services 39
Special Education Services 39
Child Find 40
English Language Learners 40
Response to Intervention/Student Study Team 40
Student Safety and Social Emotional Care 41
Interventions 41
Curriculum and Instruction 41
K12 Curriculum 42

The Online School (OLS) 42
Classroom Teacher Assignments 43
Objectionable Material 43
Course Placement 43
Change in Class Schedule 43
Withdrawing from a Course 44
Late Work & Gradebooks 44
Concurrent Enrollment 44
Policies and Requirements for Concurrent Enrollment: 44
Steps for High School Concurrent Enrollment 45
Dual Enrollment 46
Testing & Assessment 46
Assessment Window 46
Diagnostic Assessment 47
Interim Assessment 47
Learning Coach Assessment Proctor Responsibilities 47
State Standardized Tests 48
Graduation Requirements 49
Senior Portfolios 50
Graduation and Diplomas 50
Golden State Seal Merit Diploma (GSSMD) 51
Free Application for Federal Student Aid (FAFSA) 52
Differential Graduation and Competency Standards for Individuals with Exceptional Needs 52
Certificate of Educational Achievement/Completion 52
Grading Scale 53
Grade Appeal Policy 53
Notice of Process for Requesting a Grade Change 54
Teacher Level 54
HS Lead Level 54
Academic Administrator of High School Level 55
School Property 55
Computer Policy 56
Computer/Software Restriction 56
Internet Service Provider (ISP) Program 56

Acceptable Use Guidelines 57
Academic Integrity (Dishonesty & Plagiarism) 57
Academic Dishonesty and Plagiarism: 57
Artificial Intelligence (AI) Usage 59
Classroom Code of Conduct 61
Consequences 62
Internet Safety and Network Etiquette 63
Inappropriate Network Usage 63
Supervision and Monitoring 63
Release of Liability 64
Photograph, Testimonial and Interview Release 66
Handbook Acknowledgement 67
Appendix 1 68
Model Youth Suicide Prevention Policy 68
Insight School of California Youth Suicide Prevention Policy 69
Overall Strategic Plan for Suicide Prevention 69
Prevention 71
B. Suicide Prevention Training and Education 71
C. Employee Qualifications and Scope of Services 74
D. Specialized Staff Training (Assessment) 75
E. Parents, Guardians, and Caregivers Participation and Education 75
F. Student Participation and Education 76
Intervention, Assessment, Referral 78
B. Parents, Guardians, and Caregivers 79
C. Students 79
D. Parental Notification and Involvement 79
E. Action Plan for In-School Suicide Attempts 80
F. Action Plan for Out-of-School Suicide Attempts 80
G. Supporting Students after a Mental Health Crisis 81
H. Re-Entry to School After a Suicide Attempt 81
I. Responding After a Suicide Death (Postvention) 82
Appendix 2 85
Mental Health Referral Process 85
Appendix 3 86

Title I, Part A Parent and Family Engagement Policy 86
Appendix 4 93
Comprehensive School Safety Plan 93

Welcome to Insight Schools of California

Welcome to Insight Schools of California! This handbook is designed to help you begin and continue your relationship with the Insight Schools of California. Members of the ISCA faculty and administration developed this handbook with input from students and their families, and ISCA does reserve the right to make amendments to this handbook as necessary. Its purpose is to clarify expectations – something we believe is an important step at the beginning of any new relationship.

The Insight Schools of California is a unique form of public charter school. Thus, for a good part of the time, we will work together remotely. One of the challenges of working together remotely is trust, and trust comes from the sharing of critical information, good and regular communications, the setting of clear expectations, and living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building a community of trust.

If you have any questions or concerns throughout the school year, please contact the Insight Schools of California Offices in Simi Valley, and we will direct your call to the appropriate member of our administrative team. Our school office contact information is as follows:

Insight Schools of California
50 Moreland Road
Simi Valley, California 93065
http://ca.insightschools.net/
Tel: (805) 581-0202
Fax: (805) 581-0330

2026-2027 Academic Calendar

First Day of School (Start of Trimester 1)	August 20, 2026
Labor Day	September 7, 2026
Columbus Day	October 12, 2026
Veterans Day	November 11, 2026
End of Trimester 1	November 10, 2026
Non-Instructional Days	November 12-13, 2026
Start of Trimester 2	November 16, 2026
Thanksgiving Break	November 23-30, 2026
Winter Break	December 21, 2026 – January 1, 2027
Martin Luther King's Day	January 18, 2027
Presidents' Day	February 15, 2027
End of Trimester 2	March 3, 2027
Non-Instructional Days	March 4-5, 2027
Start of Trimester 3	March 8, 2027
Spring Break	March 29-April 5, 2027
CAASPP Testing (state testing)	April 26-May 28, 2027
Memorial Day	May 31, 2027
Last Day of School (End of Trimester 3)	June 11, 2027

Overview of Insight

Insight Schools of California serves 21 counties in the state of California: Inyo, Kern, Kings, Los Angeles, San Bernardino, San Luis Obispo, Santa Barbara, Tulare, Ventura, Riverside, Orange, San Diego, Imperial, Santa Clara, Stanislaus, Alameda, San Joaquin, Calaveras, Amador, Contra Costa and Sacramento. ISCA operates as a DASS (Dashboard Alternative School Status) school. As a DASS school, students are not eligible to enter UC/CSU upon graduation. They must first attend a community college and then transfer into these institutions. ISCA specializes in serving at-risk high school students. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. We hope to one day serve every at-risk student in the state of California.

Each of our schools is a public charter school that is funded by state tax dollars and governed by California charter-school, independent study and applicable federal laws.

Each of our schools has a Board of Directors comprised of parents and community members who are passionate about providing additional educational options to the students of California.

Our school office is located in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the Insight Schools of California faculty work from their homes and live within driving distance of the students in their class – thus enabling them to build a local school community in their area.

Vision Statement

Insight Schools of California envision empowering students to be self-directed and resourceful learners. Through an engaging and supportive environment, while providing continuous opportunities for success, our students overcome challenges and become fulfilled and conscientious members of the community.

Mission Statement
Be The Reason

Insight Schools of California are dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our schools provide students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight Schools of California at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at-risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

Expected Schoolwide Learner Outcomes

Insight Schools of California care about education and our students. Insight students are:

Critical Thinkers who...

- Acquire the skills and their post-secondary education.
- Develop and use effective learning strategies and higher level critical thinking and reasoning skills

Active Community Members who…

- Participate and attend community outreach, clubs, and outings.

Responsible and Capable Workers who...

- Exhibit good study/work habits through regular attendance, consistent progress, and effective time management which leads to graduation
- Set appropriate and realistic education, career, and personal goals and priorities

Engaged Learners who...

- Are actively attending their courses and making consistent progress.
- Grow academically in the areas of mathematics, reading, Language Arts and writing

ISCA Faculty

We believe that a collaborative relationship between you and your teacher(s) is a vital piece to the overall success of every student. Your academic advisor has a wealth of knowledge, and thus should be your first point of contact for all questions. The ISCA faculty and staff are committed to establishing a team effort to ensure that students are making progress and demonstrating compliancy in all areas.

Teacher Responsibilities

- Guide and direct students through the online school platforms
- Provide instructional support using the Common Core and CA state standards
- Facilitate academic conferences
- Review student submitted work and provide constructive feedback on a regular basis
- Maintain school work day Monday through Friday 8:30 am – 4 pm
- Respond within 24 school day hours to all communications, including email and phone
- Inform you of school updates/information
- Plan and attend outings/field trips
- Administer state required assessments
- Provide support in all areas of successful student learning and achievement
- Complete report cards each term
- Meet students in an online classroom for individual or small group instruction
- Administer various academic assessments as part of the ongoing evaluation of progress and mastery

- Model specific practices that will support instruction
- Provide interventions, recommendations, and individualized support for students who may be struggling

Communication

Ongoing and consistent communication is required between student, parent (learning coach), and teacher(s) for school compliancy. School communication includes, email, telephone (leaving a voicemail when necessary), School Announcements, Newsletters, and Workshops (in person and online via Class Connect).

Notice of Language Assistance Services for Parents

ISCA provides families with free language assistance services with respect to information about school programs and activities. All parents and guardians of ISCA students may request free language translation services at any time. Parents and guardians may request information about school programs and activities in a language they can understand.

Requesting an Interpreter

ISCA has contracted with an over-the-phone interpreting service. This service will allow teachers and other staff to communicate with parents in a language they can understand. When a family needs an interpreter or translation services, the staff member will work with their supervisor to secure these services in a timely manner.

Questions or Concerns

ISCA staff recognizes life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to solve them. ISCA staff also realizes parents and students do not always know what to do or where to seek out answers and often give up and become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a concern.

Step 1: All student educational concerns and issues should first be directed to the student's academic advisor. If an ISCA teacher cannot resolve the issue (e.g. materials or course placement), he or she directs the parent/learning coach to the appropriate contact for assistance. The ISCA teacher will monitor the concern to ensure resolution. Parents/Learning Coaches should directly contact K12 Technical Support for problems with school computers.

Step 2: If the issue or concern is about the ISCA teacher, parents/learning coaches are advised to contact a High School Lead Teacher.

Step 3: If the concern is not resolved at the teacher or lead teacher level, parents/learning coaches are advised to contact the School Academic Administrator.

Escalation Matrix for Family Support
If at any time you need support, your academic advisor is your first point of contact. However, there are also additional ways to get the information you need:

- **Materials questions:** Parents can visit http://myinfo.k12.com to check the status of material shipments and view tracking information. For further questions, call K12 Customer Support at (866) 512-2273.
- **Backordered items**: To view a list of backordered items, visit: http://help.k12.com/support-topics/materials/receiving-materials/track-shipping- status-materials-computer-equipment
- **Online School Access Issues:** Contact K12 Customer Support at (866) 512-2273.
- **Learning Coach Videos:** Visit http://www.k12start.com/get-started/

Enrollment in Insight Schools of California

The Insight Schools of California is a public school of choice. Insight Schools of California operates as a DASS (Dashboard Alternative School Status) School. The focus of ISCA is to serve the at-risk student.

ISCA's student enrollment process seeks to ensure that all potential families understand the mission and unique nature of the Insight Schools of California. We strongly encourage our families to attend a parent information session in their area or online to learn more about our school before they decide to enroll. Additionally, all families are provided the opportunity during the enrollment process to elect to speak with a school employee to understand Insight Schools' program, virtual learning environment, and student-teacher interaction before the student's school start date. Families can choose for the meeting to be via telephone or web-based conference. To request to speak with an employee regarding the virtual learning experience or for a complete listing of upcoming parent information sessions in your area, please visit our website at http://ca.insightschools.net/ or call our school office at (805) 581-0202.

Insight Schools of California does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, foster status, ancestry or marital status, in any of its policies, procedures or practices. Concerns or questions can be directed to Kimberly Odom, Head of School. ISCA provides a free, appropriate public education (FAPE) to all its students. All students, however, need to be able to meet the enrollment requirements.

The McKinney-Vento Homeless Education Assistance Act requires schools to remove all barriers to enrollment, attendance, and school success for homeless students. Students and families identified as homeless are provided with enrollment assistance, supplementary academic supports, case management, and referrals to outside agencies. Contact Melisse Burns, Homeless Liaison, for information regarding assistance at meburns@caliva.org.

ISCA enrolls grades 9-12. Student enrollment forms for the Insight Schools of California are available online at http://ca.insightschools.net/. Enrollment packages must be completed in full and submitted with all required documentation prior to enrollment acceptance.

Questions regarding the status of your enrollment should be directed to the ISCA offices. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA); however, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education department will contact you to ensure proper placement of your student in our program.

Concurrent enrollment in another public or private school is prohibited at the Insight Schools of California and will cause the student to be withdrawn. Students must also reside within Insight Schools of California boundaries to maintain enrollment. This does not include college-level course work. Please refer to enrollment requirements.

Fees

The Governing Board of the Insight Schools of California recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them, including: additional computer peripherals, assistive technologies and coursework supplies, except for commonly available household and home office items.

No student shall be required to pay any fees, deposits, or other charges for his/her participation in an educational activity which constitutes an integral fundamental part of the educational program.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is required of the student for his/her participation in an educational activity, the student or his/her parent/guardian may file a complaint with the local administrator or follow the uniform complaint procedures.

Health and Immunization

California law requires that an immunization record be presented before a child can be enrolled in school. The School requires that written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)

- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox) (persons already admitted into California Public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).
- TDAP (pertussis) (The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.)

The School's verification of immunizations is through written medical records from your doctor or immunization clinic. Pupils who fail to complete the series of required immunizations within the specified time will be denied enrollment until the series has been completed. Exceptions are allowed under the following conditions:

- The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

High School Enrollment

- Insight Schools of California are a public school of choice
- There is no discrimination in the admission of students to the school based on race, creed, color, national origin, handicapping condition or gender.
- Insight Schools of California provides a free, appropriate public education to all its students
- Our school is a full-time, general education, independent study program; not a supplemental program or a part-time program.
- Students may only be enrolled in ISCA and not concurrently enrolled in another school, public or private (unless prior permission is given for a junior college).
- Parent(s), Guardian(s) and/or learning coach is responsible for ensuring that the child is attending school (actively engaged and completing assignments and progress in curriculum) for at least 6 hours per day in the instructional program.

Enrollment Requirements:

Parent wishing to enroll their children in Insight Schools of California must ensure:

- Student must enroll in and maintain a minimum of 4 content courses/20 credits per trimester in ISCA.
- Student must reside within a county ISCA serves and provide proof of residency.
- If a student moves while attending ISCA, a new proof of residency must be submitted within 10 school days.
- All required documentation must be received by our Simi Valley office (i.e. transcripts, proof of age and residence) within 30 days of submitting application.
- All information on the application must be true and correct. If misrepresentations are made or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in revocation or halting of enrollment.
- Enrollment in ISCA is contingent upon the Student, Parent and Teacher signing an Independent Study Master Agreement Form (ISMA) prior to the commencement of instruction and services.
- Failure to sign and return an ISMA within the first 5 days after the student start date enrollment approval for new students will result in the deactivation of the student's account. The signed ISMA finalizes and completes the initial enrollment process. An ISMA must be signed within the first 5 school days a student is enrolled in ISCA.
- ISCA does not give partial credit for students leaving prior to the end of a trimester.
- Access to high speed Internet is required for students to complete coursework.

Placement Process:

- ISCA must have transcripts from previous schools prior to determining placement.
- ISCA has the authority to review report cards and transcripts to determine appropriate placement.
- Students will be placed in the grade level corresponding to their cohort year

Attendance:

- Attendance must be monitored daily in the ISCA Online School by parent, guardian or learning coach.
- Students are required to login and attend school Monday through Friday, as outlined on the school calendar.
- Students are expected to complete a minimum of 6 hours per day which includes completing lessons, attending live sessions and turn in assignments.
- Attendance is monitored daily by Insight staff and teachers. Please be aware that communications regarding tardiness and/or absences of your student(s) will occur frequently to ensure daily attendance enrollment requirements are met.
- If a student works offline, the learning coach may submit electronically an offline work log (OWL) and submit the log to the school.
- Students must have submitted an approved travel plan to their academic advisor for any

extended family travel two weeks prior to leaving, except if travel occurs during normal school vacations and holidays (failure to do so may result in the withdrawal of your student from the school).

- Students must attend school and complete coursework during travel time. Parent, guardian and/or learning coach must be available by phone and/or Internet for communication.

Progress:

- Students will complete and/or submit all daily lessons in all courses.
- Students will make continuous progress (be actively engaged, completing assignments and submitting assignments) in each course for each school day.
- Students will use the K12 curriculum exclusively and/or K12 contracted curriculum.
- Students must submit coursework at the direction of the teacher.
- Students must attend required live Class Connect sessions (or watch recordings in case of excused absence) and meetings as assigned by teachers/staff.

Learning Coach Expectations and Responsibilities to Student and ISCA:

The following expectations were initialed on your student's enrollment paperwork and agreed to when you enrolled your student in ISCA:

- I understand that I am enrolling my student in a public school with attendance requirements that I am expected to meet.
- I understand that my students must participate in all assessments
- I accept the responsibility to supervise my student in using the K12 curriculum, and I understand that I am expected to become knowledgeable about it.
- I expect to have the guidance and support of a professional teacher in implementing the K12 curriculum with my student.
- I understand that both my student and I need to check email and phone messages daily and respond within 48 hours.
- I understand that I must keep all contact information, including phone, email, and address up-to-date. If we move, I will provide Insight with an updated proof of residency within ten (10) days of the move.
- I understand that adequate and continuing student progress is an expected part of the ISCA program in addition to the required attendance hours logged. Teachers will review progress and consider other factors, including parental input, when making student advancement decisions.
- I understand that I am to participate in regular phone, online classroom and in-person (F2F) conferences with my student's teacher.
- I understand that the teacher may conduct academic assessments in order to evaluate mastery and assist my student instructionally.

- I understand that the teacher may provide research-based instructional interventions, as needed.
- I understand that sessions are recorded however, the first and last names of students are not present in the recordings.
- I understand that it is my responsibility to secure an Internet service provider and that I may be reimbursed according to the school policy.
- I will treat all ISCA staff with respect and professionalism. This includes but is not limited to:
    - Abstaining from the use of rude language (including profanity, yelling or badgering) on phone, email, coursework, Class Connect or in person
    - Refraining from threatening teachers and/or ISCA staff on phone, email, course work, Class Connect and/or in person

Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal from ISCA. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll in the Insight Schools of California for the remainder of the current academic year and one academic year following.

Procedures and Policies

Attendance and Truancy

As a public charter school, ISCA is required to monitor student attendance in accordance with all applicable statutes and California Education Code. ISCA teachers and administrators monitor student attendance daily . All ISCA students must be residents of California and reside in one of the counties in which ISCA serves. Parents/Learning Coaches are required to provide proof of residence upon enrollment and when requested by the school.

Attendance is important for the success of a student. If a student does not attend school, then a student cannot succeed in school. Attendance in the Insight Schools of California is recorded in the Online School by attending classes (reviewing lessons, completing assignments) and live Class Connect sessions, and by completing offline work. It is expected that the Learning Coach is monitoring attendance in the OLS every single school day. If the student completed only offline work on a given school day, the Learning Coach must notify their academic advisor via an OWL (offline work log) including the course, assignment, and duration of time to ensure the Student Learning Log is accurately marked. If the Learning Coach does not submit the OWL for days on which only offline work is completed, the days will count as absences on the student's attendance record.

Examples of acceptable reasons for not logging attendance in the online school: personal illness/injury, hospitalization, bereavement, observation of his/her religion, family emergency, and natural disasters. In such cases the absences would be considered excused. The Learning Coach or Parent/Guardian will need to notify their academic advisor or assigned Retention Specialist to provide notice of such absence. Some absences may require verification, such as a doctor's note. Absence verification must be submitted as directed by the school.

Excessive absences interfere with the academic achievement of your child. Students who are absent more than 3 school days in the school year are considered truant. In these cases, the ISCA Administration may deem that enrollment in ISCA is not in the best interest of your child, and your child may be subject to withdrawal.

Change of Contact Information

Please notify your teacher should your contact information change and provide a proof of residence for your new address to be submitted to the ISCA office. Your teacher will notify the ISCA administrative office and we will update our records accordingly. Correct contact information ensures that curriculum materials and important school notices are mailed to the correct student address.

Parents are requested to update their account information in the Online School (OLS) should their email address change. Communication is often sent via email to the email address listed in the Online School (OLS); therefore, it is imperative to keep this information up-to-date for effective reciprocal communication.

Computer Use Policy

Permitted Use

- ISCA shall permit the student and the responsible teaching adult to use the equipment and materials of ISCA solely for the education of the student while enrolled at ISCA and for no other purpose.
- Students and the responsible teaching adult are only permitted to visit websites for the purpose of ISCA related educational research.

Prohibited Use

- Users shall not use the equipment, software, online classrooms and other materials of ISCA to view, download, save, receive or send material related to or including any of the following:
    - Illegal activities
    - Offensive content of any kind, including pornographic material
    - Content that promotes discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion or disability
    - Threatening or violent behavior
    - Gambling or wagering
    - Commercial messages.
    - Religious, political or racial messages
    - Messages that misrepresent yourself
    - Download of any software on the ISCA computer
    - Websites or chat rooms that are not for the purpose of ISCA related education

Software programs may not be installed on the computer without written permission from the ISCA Technology Manager. The Technology Manager can be contacted through the ISCA office. Only software that is required by ISCA will be allowed on the ISCA computer. All other software will be prohibited. Software that was originally provided with the computer may be updated without permission.

This would include, but is not limited to, the following programs:

- Adobe Flash Player
- Adobe Reader
- Microsoft Windows XP
- Microsoft Office
- Sun Microsystems JAVA

Any unacceptable usage of the property, software and/or violation as described above regarding ISCA equipment, software, online classrooms or Network/Internet Policy (found in the enrollment paperwork and signed before enrollment) may result in disciplinary action up to and including the immediate termination of enrollment in ISCA.

Video Conferencing Guidelines

Students and guardians will be required to participate in video conferencing with staff members. Students should follow all school and classroom rules while video conferencing. When participating in a video conference, students, guardians and staff will ensure the background environment is appropriate and that attire is school-appropriate.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, Learning Coach, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Credit Recovery Policy

Students come to Insight with a variety of credits and deficiencies. The goal is to help ensure a steady path to graduation. Each course with Insight is worth 5 credits. If a student transfers to Insight needing less than 5 credits for a course the following action will take place:

- Needs 1 Credit or Fewer: Students will take the mid-term and final (or complete two projects for courses without mid-term or final). Student must earn 70% or higher on both the mid-term/final and/or project to demonstrate mastery. If the student earns a D, the student must complete the unit assessments prior to retaking the mid-term or final exam.
- The course being taken must be completed during the duration of the trimester assigned and cannot be completed early and switched out for an additional class
- Needs More Than 1 Credit: Students will take the course in its entirety to demonstrate proficiency in the full breadth of the content.
- In compliance with SB 532, a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, a pupil who is a child of a military family, or a pupil who is a migratory child, existing law requires any partial credits earned must be applied to an equivalent course.

Students who need all 5 credits in the course but fail said course in any given trimester will be required to re-take the course.

Independent Study Master Agreement (ISMA)

California Independent Study regulations require that any student enrolled in the Insight Schools of California have a signed Independent Study Master Agreement on file for each year they are enrolled. The ISMA will be sent to the family electronically for a digital signature. The student, the parent/guardian, and the ISCA teacher must sign the Independent Study Master Agreement. If a student receives special education services, (AB) 181 section 51747 states that the special education teacher of record must Additionally, should a Learning Coach other than the parent/guardian be responsible for instruction, he/she must also sign the ISMA.

ISMA's must be signed within the first five days of a student's enrollment with the school or the student can be withdrawn. Please work with your teacher to ensure that your child's Independent Study Master Agreement is signed within the required time limit. All attempts to contact the family are documented in our Student Information System.

Should a student have an update to their schedule, grade level, or change schools within our service area they are required to complete an ISMA addendum within 5 school days.

Attendance/Engagement Policy

Insight Schools of California is in partnership with families to educate the students enrolled in our program. The partnership cannot be effective if students and/or parent/guardians are not actively engaged in our program and meeting our enrollment requirements. When there is an indication a student is not actively engaged in our program, they will be referred to our Retention and Academic Intuitive Support Experts (RAISE) team. The RAISE team will work with the student and family to attempt to bring the student back into compliance.

Indications that a student is not actively participating in our program include: non-attendance (3 or more days), missing or refusing to schedule meetings, being unable to contact, and/or not meeting additional enrollment requirements. Once a student is not actively engaged they will be moved into the Tiers of the RAISE support process.

Missing Attendance

- 3 days of missing attendance – Student and Learning Coach will receive an email indicating truancy with the school.
- 10 days of missing attendance – Student is moved into Tier II of RAISE process. At this time, the student and parent will receive a letter via mail and email indicating the student is severely truant and they are on the path to academic probation. Students in Tier II must adhere to all components of the Back on Track (BOT) plan with their academic advisor and RAISE.

15 days of missing attendance – Student is moved into Tier III of RAISE and at this time an Educational Conference is scheduled. This conference is conducted by the Academic Administrator and/or designees. The purpose of this conference is to collaborate with the student and LC/LG to review attendance and non-compliance and move forward with a plan to help the student come back into compliance. The Academic Administrator or designee shall provide written notification, via email, to the parent/guardian or adult student regarding the outcome of the conference. Failure to attend this required Educational Conference may result in administrative review for withdrawal. Student has not become actively engaged with the program per the outlined Back on Track Plan (BOTP) in Tier II. At this time, the student and parent will receive notification of officially moving to Tier III and academic probation placement. Students have 5 days to become actively engaged. Students must adhere to all components of the Back on Track Plan (BOTP) with their academic advisor and RAISE.

20 days of missing attendance – Student is moved to Tier IV of RAISE. This is the final tier within RAISE support. The student is moved to this tier if all previous support efforts and interventions have not been heeded; thus, qualifying the student for potential administrative withdrawal due to lack of compliance.

All communication attempts throughout the attendance process are documented in our Student Information System.

Tier IV Conference
At the Conference, the parent/guardian or adult student shall be informed of the reason for the Conference and the evidence supporting a finding that independent study is not in the pupil's best interest. If the Pupil and/or representative do not attend the Conference, the Academic Administrator or designee will review the relevant information and make a determination in the Pupil's absence/missed assignments.

The Pupil and/or his/her representative shall be given the opportunity to present information and/or witnesses to the Academic Administrator or designee either orally or in writing or both during the Conference. The Academic Administrator or designee shall take any information presented by the parent/guardian/adult student into consideration when determining whether it is in the best interest of the pupil to remain in independent study. Additional factors to be considered include but are not limited to the following:

a) pupil's grades at the time of the evaluation
b) teacher observation/feedback
c) standardized testing data
d) pupil's progress in independent study curriculum

The Academic Administrator or designee's decision shall be provided in writing to the parent/guardian within three (3) days of the evaluation. The Academic Administrator or designee may:

a) find independent study is in the Pupil's best interest,
b) place the Pupil on attendance probation to be evaluated again at the next attendance period if the pupil continues to fail to engage in daily activities,
c) use other alternatives to improve attendance, or
d) find that it is not in the Pupil's best interest to remain in independent study.

If the Academic Administrator or designee finds that it is not in the pupil's best interest to remain in independent study, then the pupil shall be withdrawn from enrollment at the Charter School and the parent/guardian or adult student shall immediately enroll in a site based program through the local school district or other appropriate educational program.

Appeal:

The Academic Administrator or designee's decision shall be subject to an appeal by the parent/guardian (or adult student). The parent/guardian or adult student shall submit a written request to the Academic Administrator, outlining the reasons for the appeal.

Upon receipt of a request for an appeal hearing, the Academic administrator shall review all the presented material and make a final decision after a final review. The final decision by the Academic Administrator shall be made within ten (10) school days following the conclusion of the final review. The Pupil/LC shall

be informed in writing of the Academic Administrator's decision, via email. The decision of the Academic Administrator will be final.

Discipline

This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. During in-person activities or state testing, unruly student behavior can result in removal from the event and immediate pick-up by the legal guardian. It is the policy of Insight Schools of California to avoid restraint and seclusion of its students by all means necessary, except in situations in which the student is an immediate threat to him/herself or others.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Title IX and Non-Discrimination

Title IX Grievance Process

Insight Schools of California ("ISCA") complies with the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, equal rights and opportunities in the

educational institutions of the state. (Education Code Section 200.)

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid. (Education Code Section 220.) Further, the Insight schools do not discriminate on the basis of any protected class including but not limited to race, color, national origin, sex, age, religion, or disability in the programs or activities which it operates or the employment therein or admission thereto.

ISCA complies with applicable non-discrimination, anti-harassment and anti-bullying laws including but not limited to Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq*., which prohibits discrimination on the basis of sex which can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. ISCA's policy specifically prohibits discrimination, harassment, intimidation, and bullying based on the following actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation. Discrimination, harassment, intimidation or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited. ISCA prohibits discrimination, harassment and bullying in the school environment, whether or not it initially occurred off school grounds or outside the ISCA's education programs or activities. The school environment includes school facilities, class connect sessions, and school-sponsored activities (such as extracurricular events or field trips).

Insight Schools of California are committed to providing a safe environment in which students can learn. As such, ISCA strives to maintain a nondiscriminatory environment protecting students from discrimination, harassment, and bullying. ISCA encourages students, parents, and staff to work together to prevent acts of harassment of any kind including bullying. If any

Insight school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs and activities that receive federal financial assistance. All federal agencies that provide grants of assistance are required to enforce Title IX. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs.

Examples of the types of discrimination that are covered under Title IX include sex- or gender-based harassment or bullying; the failure to provide equal opportunity in athletics; discrimination in a school's courses and programs; and discrimination based on pregnancy or parenting status. To review a comprehensive list of the Title IX issues addressed by the US Department of Education's Office of Civil Rights, please review information located here. The Title IX regulation is enforced by the Office of Civil Rights and is in the Code of Federal Regulations at 34 CFR Part 106.

Complaints or questions regarding discrimination, harassment or bullying should be directed to the ISCA

Title IX Coordinator:

Title IX Coordinator & the Office of Civil Rights
Melisse Burns
50 Moreland Rd.
Simi Valley, CA 93065
(530) 421-8165
Email: TitleIX@k12insightca.org

Grievance Procedure

Any student, parent/guardian, current or prospective employee or other individual within the school community who believes he/she has experienced and/or observed sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator , a school counselor, principal or other school administrator. A Title IX grievant is requested to complete a complaint form. Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

The grievance procedures will be as follows:

1. It is the express policy of Insight Schools of California to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Timely reporting of complaints facilities the investigation and resolution of such complaints. A form for such purpose can be found on our website and will also be provided to grievant. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf.

2. At the time the complaint is filed, the grievant shall be given a copy of these grievance procedures. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and answer any questions anyone has. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Insight Schools of California's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.

4. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.

5. If after an investigation, the Title IX Coordinator or designee determines that there is reasonable cause

to believe that sex discrimination or sexual harassment has occurred, the Insight Schools of California shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for confidential counseling or training where appropriate. In addition, the Title IX Coordinator or designee shall seek an informal agreement between the parties which is consistent with Insight Schools of California's Title IX principles and goals.

6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the Title IX Coordinator or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint.

7. The School Board shall review the case and make its recommendations to the Title IX Coordinator within fifteen (15) working days after receiving the grievance.

8. The Title IX Coordinator shall make provisions to maintain all records of complaints and their disposition.

9. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Insight Schools of California will take actions necessary to prevent such retaliation.

Gender Identity and Expression

In accordance with California law AB1266 and school policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity. This policy is designed in keeping with these mandates to promote a safe, affirming, and healthy school environment where every student can learn.
The administrative designee shall accommodate whenever a student requests or the administration identifies a need to accommodate a student's gender identity and/or gender expression.

Married/Pregnant/Parenting Students

The Governing Board recognizes that early marriage, pregnancy, or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.
The school shall not discriminate against any student based on the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery.
Any education program or activity, including any class or extracurricular activity, that is offered separately to married/pregnant/parenting students shall be comparable to that offered to all students. A student's participation in such programs shall be voluntary.

Any complaint of discrimination based on pregnancy or marital or parental status shall be addressed through the school's uniform complaint procedures in accordance with 5 CCR 4600- 4687.

For school-related purposes, a married student under the age of 18 years shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved.

The Head of School or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

Pregnant and Parenting Students

- Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program.
- When necessary, the school shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.
- Should the student require a Home/Hospital placement, the school will refer to the student to her district of residence for placement.
- A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the school to provide such certification.
- Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with the school's attendance policy.
- The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began.
- A pregnant or parenting student also may request exemption from attendance because of a related physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

Anti-Harassment and Anti-Bullying Policy

Insight Schools of California strives to provide a safe and welcoming environment for all students to learn. Harassment and bullying on the basis of actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non- verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.

- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non- employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.

- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Uniform Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to the Academic Administrator (AA). If the alleged harasser is the AA, the person may report the incident to the Head of Schools. A written report of the alleged incident will be developed by the Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor

if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239,
San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation Is Prohibited

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Time Limits

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

Disciplinary Action

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Head of School will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school. Appeals shall be made in writing within ten (10) business days from the date of a finding.

Prevention Strategies

Insight Schools of California shall focus on the prevention of bullying and harassment by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

Training and Professional Development

As part of the school's commitment to bullying prevention, the Head of School or designee will develop training for teachers and other school staff to raise their awareness about the legal obligation of the school and its employees to prevent discrimination, harassment, intimidation, and bullying.

Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Dissemination of Information

Insight Schools of California shall notify applicants for admission and employment, students,

parents/guardians of elementary and secondary school students, employees, and sources of referral of applicants for admission and employment, that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

McKinney-Vento

Insight Schools of California is committed to supporting school success for all students including those experiencing homelessness. Homeless students are defined as lacking a fixed, regular nighttime residence. Homeless students are provided with enrollment assistance, supplementary academic support, school-related transportation assistance, case management, and referrals to community agencies. Referrals for support can be made by teachers, school staff, and parents/guardians by contacting the homeless liaison. Disputes should be addressed using the board adopted grievance policy and uniform complaint procedures outlined in this handbook.

Homeless & Foster Youth Liaison
Jaime Forrest
jaforrest@k12insightca.org
559-549-3941
50 Moreland Rd.
Simi Valley, CA 93065

Students in Foster Care

In an effort to provide educational stability, ISCA strives to assist any student who is currently placed or newly placed in foster care (either temporary or permanent custody of the state) with the enrollment and registration process, as well as other educational services throughout the student's enrollment in the district. A student who is currently in the conservatorship (custody) of the state and who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities outside the school's established testing windows. A student who is placed in foster care and who is moved outside of the school's attendance boundaries is entitled to continue in enrollment at the school. In addition, if a student is n grade 11 or 12 is transferred to another district and does not meet the graduation requirements of the transferring district, the student can request to receive a diploma from ISCA if he or she meets the criteria to graduate from ISCA.

In addition, for a student in the conservatorship of the state and likely to be in care on the day preceding the student's 18th birthday, the school will:

- Assist the student with the completion of any applications for admission or for financial aid.
- Assist in researching and applying for private or institution-sponsored scholarships.
- Identify whether the student is a candidate for appointment to a military academy.
- Assist the student in registering and preparing for college entrance examinations.
- Coordinate contact between the student and a liaison officer for students who were formerly in the conservatorship of the state.

Unable to Contact

In any school, but especially in a virtual school, regular communication with your student's teachers is essential for your student's success in our program. If you are planning to be out of state, on vacation, or otherwise unable to communicate with your teacher for a period of time, please notify your academic advisor and content teachers so that proper arrangements to monitor your student's progress and attendance can be made. All attempts to contact the family are documented in our Student Information System.

Due to the enrollment requirements of our school, if your teachers/academic advisor is unable to contact you for a period of time they will follow the procedure below. If after these procedures have been followed and contact has not been made, it will be assumed that your child is enrolled in another educational program and your child will be withdrawn.

- Days 1- 5: Insight Schools of California will make attempts to contact through all available email and phone numbers on file, including emergency contacts.
- Day 6: If no reciprocal contact has been made by you, you will receive notification of Unable to Contact via mail and email.
- Days 6-10: Insight Schools of California will continue to make contact through all available email and phone numbers on file, including emergency contacts.
- Day 11: A second Unable to Contact letter is mailed to the address on file via certified mail. A Tier IV conference will also be scheduled at this time.

Withdrawals

If you decide to withdraw a student from ISCA (or if a student 18 years of age or older decides to withdraw him/herself), please communicate your decision through your assigned academic advisor. Your academic advisor will discuss this decision with you to ensure that your student receives the appropriate academic and attendance credit. Shipping labels required for the return of the loaned computer hardware and teaching materials will arrive within 2-3 weeks from the date you notified your teacher of your withdrawal.

Work Permits

School policy requires a minimum level of academic and attendance standards to obtain and maintain a work permit. Work permits will be issued only to students who are attending class regularly and maintaining a 2.0 GPA (grade point average) with no "Fs" as determined by prior report card, progress report, or most recent transcript.

Work permit instructions can be obtained on the counseling website at https://sites.google.com/view/iscacounseling/work-permit Once the work permit form has been completed and

signed by parent and employer, the request must be emailed to workpermit@k12insightca.org or faxed to 805-581- 6102. Work permits take at least 10 working days to process.

Connecting Our School Community

Retention and Academic Intuitive Support Experts (RAISE)

The Retention and Academic Intuitive Support Experts team (RAISE) provides academic assistance, encouragement, and support to students and Learning Coaches when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment. Participation will be required once a student/Learning Coach is assigned to the RAISE team. Any family that fails to respond or refuses to accept RAISE assistance will be referred to administration where compliancy action will be taken and may include a student's withdrawal from ISCA.

RAISE Tiers

Tier I

Tier I students have demonstrated that they need additional support in the online/independent study modality. They are either struggling with daily attendance or low progress or a combination of both areas needed to be academically successful. These students will be required to follow their individual back on track plan that is created for them to be successful. This plan will include a daily live session requirement, at minimum one (1) to two (2) hours per course per week and action items that are tailored based on the unique student situation. Students in Tier II will be assigned a RAISE member. They will be required to follow their personalized Back on Track plan (BOTP), will meet weekly with their Academic Growth Advocate and meet assigned benchmarks.

Tier II

Tier II students are the students in need of a very focused and intense program. Tier II students have demonstrated based on attendance, low progress, or other compliancy actions the need for additional structure to become academically successful. Tier II students will meet with their RAISE support member as required, and follow all outlined supports provided by their assigned RAISE member. Tier II students will also be required to attend a minimum of two (2) to three (3) hours of live instruction per course per week and the action items that are tailored based on their unique student situation. Students in Tier II will continue to work with their assigned a RAISE member, the AGA. They will be required to follow their personalized Back on Track plan (BOTP) and meet assigned benchmarks. If students in Tier II have not responded to the AGA, a Tier II conference will be held with an administrator to discuss requirements and expectations.

Tier III

Tier III students have been through Tiers I & II with little to no success. They have demonstrated non-engagement in Insight Schools of California's program, they will be required to follow their personalized Back on Track plan (BOTP), meet with their assigned AGA, and meet assigned benchmarks.

Tier IV

Student have been through Tiers I,II, and III and are not yet passing all their courses will be required to meet with AGA and an administrator to discuss concerns at a Tier IV conference. During this conference, both the student and the Learning Coach are required to attend. During the conference, concerns regarding the student and the student's progress will be discussed.

Students who are on Academic Probation are identified as failing to pass courses and will be assigned a RAISE team member to support them in an effort to bring them into compliance and passing all courses:

- Tier 1: Passing courses
- Tier 2: Failed courses previous term and are invited to support sessions and offered Back on Track Plans (BOTPs)
- Tier 3: Continue to fail courses, required to attend Bi-weekly group sessions and will receive BOTPs
- Tier 4: Continue to fail courses, required to attend weekly individual support sessions, will receive BOTPs
- Administrative Withdrawal Review: Continue to fail courses, required to attend weekly individual support sessions, will receive BOTPs, required to attend Administrative Withdrawal Review conference with administrator

Connecting with Insight Staff

To provide a strong start for all students, parents (and students) are given the opportunity to have a one-on-one conversation with an Insight staff member. This conversation can take place over the phone, or, at parent's request, via video conference. The purpose of this conversation is to ensure students have all equipment, supplies, and account access needed to have a successful school year. At this time, enrollment requirements are reviewed, necessary documents are explained, and any questions the student or LC has are answered. A follow up email is sent after the phone meeting that will include additional information and helpful training materials.

Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after Insight Schools of California receives a request for access.

   According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an Insight Schools of California administrative staff member. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

   Education Code Section 56043(n): *" The parent or guardian shall have the right and opportunity*

to examine all school records of the child and to receive complete copies within five business days after a request is made by the parent or guardian, either orally or in writing, and before any meeting regarding an individualized education program of his or her child or any hearing or resolution session pursuant to Chapter 5 (commencing with Section 56500), in accordance with Section 56504 and Chapter 6.5 (commencing with Section 49060) of Part 27."

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask Insight Schools of California to amend a record should submit this request in writing to the Academic Administrator clearly identifying the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   Exceptions which permits disclosure without consent include: 1) Disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, consultant, or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. 2) Disclosure to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
   3) Disclosure to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.

FERPA – Release of Directory Information

FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the school may disclose "directory information" without written consent, unless you the parent or eligible student, have advised the school in writing that you do

not want all or part of the directory information disclosed. The method for objecting to disclosure of director information is specified below. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties.

Examples include:

- Shipment of computer and school materials to and from student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal law required the school to provide military recruiters, upon request, with three directory information categories – names, address, and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

The school has designated the following information as directory information:

- Name
- Address
- Telephone Number
- Email Address
- Photo
- Honor Roll Status
- Grade Level Activities and Clubs
- Awards

If there are certain items the school has chosen to designate as directory information that you do not want disclosed from your child's education records, without your prior written consent, please send an email identifying the information you do not want disclosed your student's name, and any edits to the Insight office.

FERPA – Filing a Complaint

Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. S.W.
Washington, D.C. 20202-4605

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

• Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

•Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling, or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

•Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Insight Schools of California have adopted these policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The school will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Student Records

Parents may view student records at any time pursuant to the Notification of Rights under FERPA (right to review records transitions to students at age 18). Please provide our office with five (5) days' notice so that the record may be pulled. According to Education Code 56043(n), families may inspect or review their child's records within five (5) business days of the school receiving the request. The record must be viewed in the presence of an Insight Schools of California administrative staff member.

Students who transfer into the Insight Schools of California will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt in order to obtain your student's records. It is the responsibility of your previous school to mail the records to the ISCA offices at that time.

Should you decide to withdraw from the Insight Schools of California and transfer to a new school, your new school will contact the ISCA offices to request your student's records and we

will mail the records to them.

Should you decide to withdraw from the Insight Schools of California and teach in the home, please contact our school offices and we will mail a copy of your student records to you.

School Accountability Report Card (SARC)

The School Accountability Report Card (SARC) was established by Proposition 98, an initiative passed by California voters in 1998. This report card is issued annually by local school boards in California. It provides parents and other interested community members with information on at least 17 aspects of the school, its resources, successes, and areas in which improvements are needed.

The SARC will be posted on the Insight website by February 1st of each school year. Hardcopies are available upon request.

Student Services

Special Education Services

Insight Schools of California offers a full continuum of special education supports and services per all applicable federal and state laws. Insight Schools of California delivers services based on the students' Individualized Education Program (IEP). Depending on the student, this can include general education placement with additional supports and services from the special education department. There are also alternative curriculum and placement options as appropriate. For students whose IEP requires alternative placements, this can mean Insight Schools of California may offer options such as Special Day Classes in a nearby school district, Non-Public Schools (NPS) and/or Residential Treatment Center (RTC) placements. These services are available per the student's IEP for all students who have been identified as qualifying for special services. In compliance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the California Education Code, Insight Schools of California works to both identify and serve eligible children. Any parent who suspects that his or her child may have a disability should discuss his or her concerns with the child's general education teacher. Any concerns regarding services/supports for a child that is already in our special education program should be directed to your child's special education case manager.

Every student's IEP team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. In addition, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager. For further information regarding special education services, contact Special Education Department,via phone at the main office (805) 581-0202.

Child Find

(California Education Codes 56300-56304,
34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Our school strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated —including students with disabilities who are homeless or students who are wards of the state. For more information, please contact Insight Program Specialist, Brandi Bravo, at brbravo@k12insightca.org.

English Language Learners

Insight Schools of California offers a comprehensive English Language Development program for all English Language Learners. For more information, please contact the ELD program coordinator, Holly Rodriguez, via email at horodriguez@k12insightca.org or at the main office at (805) 581-0202.

Response to Intervention/Student Study Team

The first step in response to concerns expressed by either a teacher or a parent is to start the response to intervention (RTI) process in order to improve your child's performance. The RTI process is a multi-tiered approach to providing services and interventions to students who struggle with learning at increasing levels of intensity based on progress monitoring and data analysis. Implementation of the RTI process limits the amount of academic failure that any student experiences. This process starts with in-depth screening to identify specific areas of need for students. The Student Study Team (SST) is a resource available to all ISCA families and the second tier in the RTI process. The SST is designed to address parent concerns regarding their student's academic or behavioral challenges. The SST meeting provides a forum for the parent, general education teacher, additional ISCA teachers and support staff to come together and develop additional ideas or strategies to help the student. All SST meetings are conducted via conference call. The process should be used as the first step in working with specialist to help identify a student's strengths and weaknesses. This will provide additional support to a student to enable success within the least restrictive environment, general education classroom. If you have

academic or behavioral concerns regarding your student, please contact the SST-504 Coordinator, Joe Hargrave, at jhargrave@k12insightca.org.

Student Safety and Social Emotional Care

https://sites.google.com/view/iscacounseling/social-emotional-resources?authuser=0

Insight provides resources, trainings, and information on a variety of student safety and social emotional supports available to students and families. Insight places a high priority on student safety and the social emotional care of students. Counselors, Academic Advisors, and Administrators are available to support students and their families at any time.

Mental Health, Human Trafficking, Suicide Prevention, and Bullying
The counseling department website houses information on mental health resources available to students and families and provides regional resources available as well. Parents and students may also locate information regarding human trafficking, suicide prevention, and bullying on the counseling site. To ensure the safety of our students, the counseling department makes every effort to address these topics during regular visits to academic advisors' whole-group live sessions. The monthly newsletter, which is sent to students and families, also contains information on mental health, trafficking, suicide prevention, and bullying resources.

Interventions

Insight Schools of California offers student-specific, individualized interventions within the context of each classroom. Teachers offer individual support and action plans to struggling students as soon as they are identified within the term. Insight also offers intervention via a supplemental program embedded in the Online High School called Stride in the areas of math, English, and science. The purpose of Stride is to motivate students toward mastery in a fun game-based design. It individualizes instruction based on student levels and allows teachers to effectively monitor student progress. If these interventions are unsuccessful, students are referred to the RAISE team for tiered, structured support.

Intervention Specialists work with students struggling to demonstrate mastery of content standards in math and English Language Arts. Students are identified for support through various means, including Star 360 assessment results, performance on course assignments, and enrollment in courses in which they have previously struggled. Intervention specialists meet with students live throughout the week, according to their needs. The goal of these interventions is to provide students with the tools and resources they need to build confidence in their abilities and increase their mastery level of grade-level standards.

Curriculum and Instruction

ISCA is committed to providing a Common Core Standards (CCS) based curriculum and solid

system of support for all students. ISCA students are provided coursework in math, English, science, and social studies. A diagnostic assessment is administered at the beginning of each student's first trimester of enrollment to determine reading and math levels in order to facilitate an individualized instructional plan for each student. Interim assessments are administered each subsequent trimester to monitor student growth and determine if additional support is needed.

Our online classroom experience is designed to extend the boundaries of the physical classroom by connecting students and teachers to create a learning partnership. The online classroom is a real-time virtual classroom environment designed for virtual education and collaboration. The online classroom technology enables all students of all ability levels to get an interactive learning experience.

ISCA offers a wide variety of student sessions, which support the K12 curriculum and are an excellent resource for students. Teachers conduct live whole group sessions as well as small group targeted sessions, during which they are available to answer questions from students and learning coaches.

- Please refer to the Classroom Code of Conduct for student behavior expectations in online classroom sessions

K12 Curriculum

Students enrolled in the Insight Schools of California use the K12® Curriculum, a curriculum program developed by K12, Inc. of McLean, Virginia. Insight Schools of California has selected the K12 curriculum for both its superior quality and the fact that it both meets and exceeds the California State Standards. The K12® Curriculum covers six subject areas (Math, Language Arts, Science, History, Art, Music, and World Language), with more than 600 lessons per grade level. The curriculum includes both online lessons and offline materials such as math textbooks, manipulatives, workbooks etc. For more information about the K12® curriculum, please visit www.k12.com.

The Online School (OLS)

The OLS is the engine that drives the Internet-based ISCA school program. The OLS delivers student lessons and is where parents track their student's progress through the K12® curriculum and monitor daily attendance.

Access to the OLS requires a connection to the Internet through an Internet Service Provider (ISP). Parents of newly enrolling students will create a username and password during the online enrollment process. In a case where a parent submits a paper-based enrollment application, they will receive their registration code via email from K12 after their child's enrollment has been approved. Returning parents/students will use their same user name and password from the prior school year.

Classroom Teacher Assignments

We will attempt to honor parent requests for classroom teacher assignments in situations where possible. If you have a special circumstance you would like to discuss, please contact the administrator for the school within the first ten days of the trimester.

Students may not be assigned to a classroom where their parent is the teacher unless there is no other qualified teacher available.

In some instances, a student may receive instruction from or be served by a teacher from an Insight school other than the student's school of enrollment.

Objectionable Material

There may come a time when you find certain lessons in a particular unit of study, certain books, or certain materials to be objectionable for various personal reasons. If you find objectionable material, please contact your assigned teacher. Your teacher will work with you to identify alternative lessons to meet the lesson objectives. You may also voice your concerns to K12 directly using the feedback button on the OLS.

Course Placement

ISCA counselors will place students in courses based on credits needed to graduate according to the most recent transcripts the counselor has access to. If students received high school credit at other schools previous to ISCA, the transcripts must be on file to ensure proper placement. Without transcripts on file, ISCA counselors will base your student's schedule off of coursework completed with ISCA. If you feel there is an error in your student's course assignment, please reach out to the counselor within the first 10 days of the trimester.

Change in Class Schedule

ISCA will consider class/schedule changes in the first ten (10) days of each new trimester for good cause.

Good cause includes, but is not limited to:

- Misplacement
- Repetition of a previous course with a passing grade
- Placement in a course prior to receipt of transcript from former district(s)
- Parent request

ISCA will not allow class/schedule changes beyond the first ten (10) days of each new trimester. All work must be made up immediately upon entering the new course. This is the sole responsibility of the student.

Withdrawing from a Course

Student requests for withdrawal from an assigned course will be reviewed and completed as deemed appropriate by assigned School Counselor. A student must maintain a full course load of four courses every trimester. To drop a course, a request must be sent directly to the student's School Counselor within the first ten days of the trimester.

Late Work & Gradebooks

The belief and expectation of our faculty and school governance structure is that our students will work to exceed their goals and personal expectations. ISCA faculty strives to support all students in this endeavor. The course instructor and/or academic advisor will work to support students with missing or late assignments. All assignments are due by 11:59 pm on the last day of each trimester unless approved by administration; however, students cannot wait until the last day to turn in all work. Students must always maintain compliancy with the enrollment requirements of the school.

Content Teachers will zero out any missing assignments in the gradebook. This is to provide an accurate reflection of your student's grade at all times throughout the trimester. If at any time you have a question on the student's grades or missing assignments, please contact the content teacher of record directly.

Concurrent Enrollment

High School Concurrent Enrollment permits high school students the opportunity to enroll in courses at a local community college. The purpose of the program is to provide "advanced scholastic," "educational enrichment opportunities for a limited number of eligible pupils" as defined by Education Code, Section 48800 and 76002.

The Intent – The intent of the Education Code in allowing concurrent enrollment is to provide high school students with accelerated academic or vocational study that is not otherwise available in the home school of high school students (and occasional exceptional middle school students).

The Profile – Students who can benefit from accelerating their academic or vocational careers are eligible and welcome. Students who need remedial work, work to make-up for failed high school classes or middle school classes, are not eligible and must be served by ISCA.

Remediation – The intent to take classes to make up for classes that have been failed in high school is disallowed.

Policies and Requirements for Concurrent Enrollment:

ISCA High School students wishing to enroll in a community college must meet school requirements of daily attendance, maintaining a 2.0 GPA, and passing current courses. Students

must obtain all concurrent enrollment forms from the community college to be filled out completely. Once the forms are completed they need to be sent to the student's School Counselor for approval. Students will only be permitted to register for classes that their counselor approves. Each form needs to be signed by the counselor.

Students must have the signature of a parent or guardian authorizing the student's participation in the program. Students must submit a copy of the high school concurrent enrollment application to the counselor prior to enrollment in each term he/she wishes to participate.

Students are limited to six units, or two classes, per semester. If the school is on a quarter system, they are limited to three units, or one class, per quarter.

All coursework taken will appear on the student's community college transcript. If the coursework is pre-approved the student will receive credit from ISCA on their high school transcript.

The community college is not responsible for the supervision of minor students anywhere on campus outside of the classroom setting. Faculty staff is not expected to wait with students until their ride arrives. At times, classes may be dismissed early.

Students must adhere to all college policies on course requirements, attendance, dates and deadlines, and any other applicable policies and procedures including the Student Code of Conduct. See college catalog or schedule of classes for policies.

Steps for High School Concurrent Enrollment

1. Read the class schedule and choose a course you would like to take.

2. Obtain parent's approval for attending a college class and have them sign the concurrent enrollment form.

3. Email the concurrent enrollment form to your school counselor to obtain his/her signature and discuss your selection.

4. Complete an admissions application from the community college and take it to the Admissions & Records Office along with the high school concurrent enrollment form.

5. You will be required to take assessment tests if you enroll in English, Math, or ESL courses and you must adhere to any prerequisite requirements.

6. You must fill out a separate high school concurrent enrollment form for each term you wish to attend.

7. In order for your student to receive the credit, the ISCA office must receive the final transcript with the class taken from the community college.
8. For more information, please visit the counseling site at https://sites.google.com/view/iscacounseling/college-planning/concurrent-enrollment

Dual Enrollment

The Dual Enrollment Program allows Insight Schools of California (Insight) students to take approved college courses through designated partner colleges and earn both college and high school credit. This opportunity supports college readiness and expands academic pathways.

Eligibility & Approval

Students must meet Insight's and partner college requirements, which may include academic readiness, GPA, and placement criteria.
All courses require **prior approval** from an Insight counselor or administrator. Courses taken without approval or at a non-designated college may not earn high school credit.

Credit Awarding

Students who successfully pass a dual enrollment course will earn:

- College credit from the partner institution

High school credit from Insight within the Foreign Language/Visual and Performing Arts/Career Technical category. Final credit determination is made by ISCA administration.

Conversion Formula:
1 college unit = 3.33 high school credits
3 college unit = 10 high school credits

Grades & Transcripts

- Grades are recorded on both the college and ISCA transcripts
- College grades are permanent and may impact future college admissions and financial aid

Student Responsibilities

Students are expected to:

- Maintain satisfactory academic progress
- Follow all college policies and deadlines
- Communicate with their Insight counselor
- Manage time effectively between high school and college coursework

Program Guidelines

- Course availability is determined by the partner college
- Insight may limit the number of courses per term
- Unsuccessful course completion may affect future participation

Support

ISCA counselors are available to assist with course selection, enrollment, and academic planning.

Testing & Assessment

Assessment Window

The Assessment Window for the 2025-2026 school year is mapped out below. Any students not

testing would be as a result of their enrollment date and the diagnostic test window for the student. Please note that Trimester 3 students who are newly enrolled will participate in assessments at both the beginning and end of the cohort.

Beginning of Year Test	Middle of Year Test	End of Year Test Window
8/1/25-11/30/25	12/1/25-3/31-26	4/1/26-6/12/26

Diagnostic Assessment

All students enrolled will be required to take Star 360 Reading and Math assessments within two weeks of their enrollment. Students will receive a grade in each of their content courses for taking the assessments. All teachers, both advisors and content, are required to ensure their students take the assigned assessment. Teachers and administration will utilize the data from the diagnostic assessment to ensure appropriate supports are in place for all students and target for students for intervention.

Interim Assessment

Star 360 will be used throughout the year as the Formative Interim Assessment. Students selected based on the below chart are required to take both the Reading and Math assessment within the window identified.

The Formative Interim Assessments will be worth a portion of the student's total grade in each course. All teachers, both advisors and content, are required to ensure their assigned students take the assigned assessment. Teachers will meet with their High School Lead teacher both individually and within subject groups to use the data to drive instruction.

Learning Coach Assessment Proctor Responsibilities

- Be sure you have the web address, your student's username and password from your teacher
- Be sure your browser has the most updated version (Chrome, Firefox Mozilla are suggested browsers)
- Schedule time (perhaps an hour per test) during the assigned testing window provided by school
- Be sure to cover or remove any materials around the testing area that might help students answer test items. No calculators or other devices are to be used during the test unless accommodations are required. An online calculator may be provided for some questions above a certain grade level by the program when appropriate.
- If accommodations require, the math audio may be turned on by the teacher.
- Ensure a quiet testing area during the test.
- Students may use as much pencil and note paper during the test as they wish. Be sure they have plenty.
- Discuss with your student the importance of doing his/her best in order for their teachers to identify and address any educational needs.

- **IMPORTANT**: no assistance should be given to student while taking the test once the questions start. Students may only use paper and notepaper. No other materials are allowed unless accommodations are discussed with your teacher. Parents should not read questions, answers or prompt in any way. Difficulty of questions will be adjusted based on whether students get the questions correct or not.
- You may help your student log on and select the appropriate subject(s). You may also help them turn in the test, pause the test or restart the test. If a student needs to leave the room unexpectedly while taking a test, you can stop a test by selecting Stop Test in the upper-right corner of the screen. A prompt will ask if you want to resume the test later, stop the test, or cancel the action. A student has eight days to resume a test at the point where he or she left off (the student will see a different item, however).
    - STOP THE TEST option from prompt will cancel the test and it will start from beginning next time they start
    - RESUME THE TEST LATER option will save the test and student can resume later. If prompted for a password, type ADMIN to resume
- Be sure no other programs are open on your computer, including other browsers or extra tabs.

State Standardized Tests

As members of a public charter school, our students participate in the following state standardized tests:

Grade 9 Physical Fitness Test (PFT)
Grade 11 – Smarter Balanced Assessment (SBAC)

All students in grades 11th or 12th will complete the California Science Test (CAST). The test will be administered to High School students who are in at least their second year of science.

Participation rates are critical to the success of our school. A public school is required to achieve a participation rate of 95% on any state testing. If a school has less than 95% of its students participate in any assessment, the school runs the risk of receiving a serious penalty by the state of California. Insight Schools of California utilizes all assessment data to further drive instruction and support academic achievement.

The ISCA faculty administers all state standardized testing at facilities located within driving distance of your home. A testing schedule is provided in our school calendar. In the event that an emergency should occur during participation in state testing, Insight's policy is to first ensure the safety of its students, then immediately reach out to their families. Please direct any questions or concerns, including questions about opting out of state testing, to your student's academic advisor. All opt out requests must be handled by a school administrator.

Individual student performance results on statewide achievement testing will be distributed to both parents and teachers in a timely manner.

**Parents and guardians retain all rights under CA education code 60615: "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Questions regarding this or other California Assessment of Student Progress and Performance questions can be directed to testingquestions@caliva.org.

Graduation Requirements

Students enrolled in ISCA will carry and maintain a caseload of at least 20 credits each trimester. Each course is worth 5 credits. Students will obtain 130 credits as detailed below in order to meet the graduation requirements.

A. History/Social Science (30 Credits)
   a. Modern World Studies (A and B sections)
   b. US History (A and B sections)
   c. US Government and Politics (1 trimester)
   d. US and Global Economics (1 trimester)

B. English (30 Credits)
   a. English I (A and B sections)
   b. English II (A and B sections)
   c. American Literature (A and B sections)

C. Math (20 Credits) (Integrated Math I is required)
   a. Integrated Math I (A and B sections)
   b. Integrated Math II (A and B sections)
   c. Consumer Math
   d. Personal Finance

D. Science (20 Credits) (1 Biological Science and 1 Physical Science Required)
   a. Biology (A and B sections)
   b. Physical Science (A and B sections)

E. Visual & Performing Arts/Career Technology (10 credits)
   a. TCH047ADE2 Web Design 1 (Part 1)
   b. TCH047BDE2 Web Design 1 (Part 2)
   c. TCH071 Foundations of Game Design 1
   d. TCH072 Foundations of Game Design 2
   e. CAR100 Summit Career Planning

F. Physical Education (20 Credits)

Beginning with the 2027-2028 school year, students enrolled with Insight Schools of California must earn 140 credits to meet graduation requirements. The following credits are detailed below:

A. History/Social Science (30 Credits)
   a. Modern World Studies (A and B sections)
   b. US History (A and B sections)
   c. US Government and Politics (1 trimester)
   d. US and Global Economics (1 trimester)

B. English (30 Credits)
   a. English I (A and B sections)
   b. English II (A and B sections)
   c. American Literature (A and B sections)

C. Math (20 Credits) (Integrated Math I is required)
   a. Integrated Math I (A and B sections)
   b. Integrated Math II (A and B sections)
   c. Consumer Math (A and B sections)

D. Science (20 Credits) (1 Biological Science and 1 Physical Science Required)
   a. Biology (A and B sections)
   b. Physical Science (A and B sections)

E. Visual & Performing Arts/Career Technology (10 credits)
   a. TCH047ADE2 Web Design 1 (Part 1)
   b. TCH047BDE2 Web Design 1 (Part 2)
   c. TCH071 Foundations of Game Design 1
   d. TCH072 Foundations of Game Design 2
   e. CAR100 Summit Career Planning

F. Physical Education (20 Credits)

G. Personal Finance (5 Credits)

H. Ethnic Studies (5 Credits)

Senior Portfolios

Students will create, maintain, and submit a Senior Portfolio reflecting comprehensive preparation for postsecondary pursuits. Students are expected to work on portfolio requirements throughout their enrollment with Insight. Portfolio completion must be verified by the school prior to issuance of a diploma. Portfolio requirements include, but are not limited to: exploration of college and/or career opportunities, application of practical experience for skill development, and some form of training related to employment or post- secondary education. Upon embarking on this process, students will receive specific portfolio instructions and guidelines (including modified plans for those enrolling for less than one school year) as well as structured support as they work toward fulfilling each requirement. Additionally, each student is required to meet with their School Counselor once every term.

Graduation and Diplomas

Receiving a diploma and participating in graduation is a commencement ceremony is an important milestone in one's life. ISCA will host a commencement ceremony at the end of each school year (and mid-year, when necessary). Students who have fulfilled the ISCA credit requirements are encouraged to participate in the commencement ceremony. Details regarding the ceremony will be communicated to graduating seniors throughout each school year.

Diplomas are mailed to families approximately 6 to 8 weeks after confirmation of meeting all ISCA graduation requirements. If you have not received your diploma or have any questions regarding graduation, please contact the office at 805-581-0202.

Golden State Seal Merit Diploma (GSSMD)

To be eligible for the GSSMD, students must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas as follows:

1. English-language Arts: Students must have earned one of any of the following:
    a. A grade of B+ (or numerical equivalent) or above in a single course completed in grade nine, ten, or eleven
    b. An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment
    c. A scale score of 370 or above on California Standards Tests (CSTs), if available

2. Mathematics: Students must have earned one of any of the following:
    a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven
    b. An achievement level of "Standard Met" for the high school Smarter Balanced Summative Assessment
    c. A scale score of 370 or above on any of the following CSTs, if available:

       Geometry; Algebra II; Summative High School Mathematics; or Integrated Mathematics 2 or 3

3. Science: Students must have earned one of any of the following:
    a. A grade of B+ (or numeric equivalent) or above in a single course completed in grade nine, ten, or eleven
    b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA
    c. A scale score of 370 or above on any of the following CSTs, if available: Biology; Chemistry; Physics; Earth Science; or Integrated/Coordinated Science 1, 2, 3, or 4

4. U.S. History: Students must have earned one of any of the following:
    a. A grade of B (or numerical equivalent) or above upon completion of the required U.S. history course
    b. A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or LEA

5. Other two subject matter areas: Students may choose from any of the following:

a. Any additional qualifying grade or score listed above earned for the subjects of ELA, mathematics, science, or U.S. history not already used to meet eligibility
b. A grade of B (or numerical equivalent) or above upon the completion of high school courses in other subjects (Technology, Career, Art, Foreign Language, e.g.).
c. A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or LEA

The student's assigned Guidance Counselor will review student's eligibility for the GSSMD and students who meet the requirements will receive the insignia on their diploma.

Free Application for Federal Student Aid (FAFSA)

California requires all students who are graduating to complete the FAFSA, if you do not wish to complete the FAFSA, you must submit an opt out form to your student's School Counselor. Insight provides information to students regarding the FAFSA on the counseling site; the counseling website link is sent to all students and learning coaches at the beginning of the year and every trimester for new students. The counseling site provides a direct link to the FAFSA application with information about the FAFSA and how to complete the FAFSA. . The counselors provide monthly presentations on topics, which include the FAFSA. . More information regarding FAFSA can be found at https://sites.google.com/view/iscacounseling/financial-aid/fafsa-information

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Certificate of Educational Achievement/Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her goals and objectives during high school as identified in his/her IEP
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP,

and met the objectives of the statement of transition services

A student with disabilities who meets the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age without disabilities would be eligible to participate. (Education Code 56391)

Grading Scale

Student grades will be determined based on how they perform on assignments within each course. Teacher-graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Participation

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the trimester, you can view your grades in the LMS grade book. Your teachers, administrators, and parents also have access to your grade information.

ISCA grading scale:

A	89.5 – 100%
B	79.5 – 89%
C	69.5 – 79%
D	59.5 – 69%
F	59.4% and below

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress on a consistent basis. Parents and students have constant access to view assignment and course grades through the Online School. If a concern arises about a specific grade on an assignment, or progress report, the assigned teacher should be notified immediately via email. These issues are best resolved within the assigned grading period, when possible.

The grade earned by each pupil shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the Education Rights holder for the student may request a change of a pupil's grade only on the following grounds:

1. Mistake

2. Fraud
3. Bad faith
4. Incompetency

Notice of Process for Requesting a Grade Change

1. The grade appeal policy shall be included in the student handbook.
2. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

Teacher Level

3. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant pupil is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.

4. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.

5. If the teacher does not agree to change the grade, the teacher shall notify the parent and the Director of High School of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the Director of High School at the same time as the decision is provided to the parent.
6. If the teacher is no longer employed at the school, the parent may proceed directly to the next level.

HS Lead Level

7. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the HS Lead. A parent must make the written request to the HS Lead within ten (10) school days of the date of the teacher's written decision not to change the grade.

8. The parent's written appeal shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent, pupil, and teacher shall have the right to submit or present relevant documentation.

9. The HS Lead shall schedule a meeting via phone with the parent and shall give the teacher the opportunity to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the HS Lead received the

parent's written appeal.

10. Following the meeting with the parent/guardian/student, the HS Lead will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the HS Lead, the HS Lead shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be effected within thirty (30) business days of the date the HS Lead received the parent's written request for review.

Academic Administrator of High School Level

11. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Academic Administrator of High School or designated administrator. This written request must be made within ten (10) school days of the date of the HS Lead's written notification of the site level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Academic Administrator of High School may designate an appropriate administrator or panel of administrators to review the request.

12. The written request for review shall specifically allege how the teacher's grading of the pupil reflects mistake, fraud, bad faith, or incompetency in assigning the final grade.

13. The parent, pupil, and teacher shall have the right to submit relevant documentation.

14. The Academic Administrator of High School or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Academic Administrator of High School or designated administrator or panel shall give the teacher the opportunity to be present or to otherwise provide input.

15. Within twenty (20) school days of the Academic Administrator of High School's receipt of the parent's written request for review, the Academic Administrator of High School shall inform, in writing, the parent, pupil, teacher, school and the appropriate HS LEAD of the determination regarding the grade. This determination shall be final. If the Academic Administrator of High School or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be effected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

School Property

All instructional materials, including computer equipment and related hardware, are loaned to the student by the Insight Schools of California. Students are expected to return all materials using

the free shipping labels provided by K12 should they withdraw from the program.

Families should handle ISCA property with care and should ensure an accurate inventory of these materials is maintained in the home. It is recommended that families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes. The Insight Schools of California shall not provide any funds or other thing of value to the pupil or his parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

Computer Policy

The Insight Schools of California will ensure that all enrolled students have access to a computer. In situations in which the student's computer malfunctions, the family must follow the process for receiving technical assistance and seek other means for the student to continue logging in daily until the issue is resolved. The ISCA Administration will address additional technology requests on a case-by-case basis, which should be initiated through your assigned teacher.

Computer/Software Restriction

Due to contractual agreements with computer suppliers and software providers, ISCA-issued computers and subsequent software cannot be exported outside the United States.

Internet Service Provider (ISP) Program

Participation in Insight Schools of California requires an Internet connection. This Internet connection is to be established and maintained by the family with the enrolled student(s). The nature of Insight Schools' program requires that students and learning coaches log onto the Online School each day to receive curriculum, lesson plans, and other necessary resources as well as to log attendance and submit lessons. Because of the unique schooling environment of Insight Schools, it is an enrollment requirement to establish and maintain an Internet account throughout the entire time of being enrolled with Insight. Failure to provide or maintain an Internet connection will result in the withdrawal of your student(s).

ISCA provides a stipend to qualifying families in the amount of $65.00 per month for their internet service. Families receive this stipend for the cost of internet access semi-annually. Checks will be mailed once per semester to families to the address verified by completion of the Back to School Packet.

Reimbursement for the summer months will be provided for qualifying families continuing in the consecutive school year. This reimbursement will be included in the first-semester reimbursement check. Students who participate in ESY are eligible to receive reimbursement for the summer months regardless of continuation status in the consecutive school year.

Families with questions regarding ISP reimbursement can contact btspsupport@caliva.org.

Past Checks
We will reissue checks that have not cleared our bank up to ONE school year prior to the current. If the parent has the physical check and they need it replaced due to the check being made out to the wrong name, the check expired, or the check was misplaced for a while and was recently found, the family needs to mail the check back to the Simi Valley office. Once it has been received by our office a replacement check will be issued.

Mailing Address and Proof of Residency (POR)
Checks will be sent out to the address that is on file, and supported with a POR. If the family has a change of address, they must notify and provide a POR to the homeroom teacher and/or the Insight Office as soon as possible. The check will be withheld until the POR has been received and processed.

Acceptable Use Guidelines

Academic Integrity (Dishonesty & Plagiarism)

Academic Dishonesty and Plagiarism:

- This includes cheating, plagiarism and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.

Some examples of this include:

- Using another's work and claim as your own
- Submitting the same assignment to more than one course
- Copying from text, web site or other course material
- Using or attempting to use unauthorized materials, information or study aids in any academic exercise
- Hiring someone to write a paper
- Buying a paper or project
- Sharing files
- Copying from another person's work
- Turning in another person's work
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chat room
- Asking for answers in a threaded discussion
- Using an online translator or foreign language dictionary during examinations
- Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete their work

Plagiarism is the presentation of someone else's ideas or work as one's own. This constitutes as fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be

tolerated.

If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options, depending on the severity of the offense:

Consequences:

- 1st Offense –
    - 1. Student and parent will be notified via email and phone call, in which the offense, its implications, and its consequences will be explained
    - 2. Student will receive a grade of F for the assignment. However, the student may redo the assignment as an original submission (in his/her own words), or the teacher may substitute another assignment of equal value, which must also be submitted as original work.

- 2nd offense –
    1. Student will receive a grade of F for the assignment, which will result in a lower overall course grade on the grounds of academic dishonesty.
    2. The teacher will notify the student and parent via certified mail, and alert the High School Lead Teacher, Guidance Counselor, and Academic Administrator. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
    3. The student will be mailed/emailed a copy of the behavior contract. The student, parent and teacher will sign the document, which will then be placed in the student's file.
    4. The student will be required to attend a plagiarism tutorial session, given by the teacher of the course.

- 3rd offense –
    - Student will be withdrawn from the course with a grade of F, which will be placed on his/her permanent transcript.
    - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
    - A conference call will be set up with the student, parent, the teacher and the High School Lead Teacher and/ or Guidance Counselor.

- 4th offense –
    - Parent and student will again be notified via certified mail of the actions taken. Included in this mailing will be a copy of evidence of plagiarism and/or cheating.
    - Student may be withdrawn from ISCA and placed back in the school of residence.
    - The incident will be noted in the student's permanent file.

Avoiding Plagiarism:

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not he/she should cite, he/she is encouraged to cite. Students are also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook* and for formatting questions refer to manuals such as *The MLA Handbook* for the Humanities, *The Publication Manual of the APA* for social sciences and business and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to course(s).

Artificial Intelligence (AI) Usage

Insight recognizes that Artificial Intelligence ("AI") technologies are increasingly used in education and professional environments. The School supports the responsible, ethical, and educationally appropriate use of AI tools to enhance teaching, learning, communication, operational efficiency, and student support while maintaining academic integrity, data privacy, and compliance with applicable laws.

1. **DEFINITIONS**
For purposes of this policy, Artificial Intelligence ("AI") includes computer systems or software capable of generating, analyzing, predicting, summarizing, recommending, or creating content including text, images, audio, video, code, or data-based outputs.

Examples include, but are not limited to:

- Generative AI tools
- AI chatbots
- AI image generators
- AI-assisted writing tools
- AI tutoring or instructional platforms
- AI transcription or translation tools

2. APPROVED USES OF AI

A. Student Use
Students may use approved AI tools for educational purposes when authorized by a teacher or school

staff member, including:

- Brainstorming ideas
- Tutoring and instructional support
- Research assistance
- Language translation support
- Study assistance
- Skill practice and remediation

Student AI use must:

- Align with assignment expectations
- Be age-appropriate
- Follow teacher direction
- Include acknowledgment/disclosure when required by the teacher

3. PROHIBITED USES

The following uses are prohibited unless expressly authorized by the School:

A. Academic Dishonesty

Students may not:

- Submit AI-generated work as entirely their own when prohibited
- Use AI during assessments unless specifically permitted
- Misrepresent AI-generated content as original work

Violations may result in disciplinary consequences consistent with existing academic integrity policies.

B. Harmful or Inappropriate Uses

AI may not be used to:

- Harass, bully, intimidate, or discriminate
- Generate inappropriate, explicit, or harmful content
- Create deceptive or misleading communications
- Impersonate individuals without authorization
- Circumvent school monitoring or safety systems

4. INDEPENDENT STUDY AND VIRTUAL LEARNING EXPECTATIONS

As an independent study virtual learning program, Insight recognizes the role of parents and Learning Coaches in supporting student success.

AI tools may supplement instruction and support but may not replace:

- Required student participation
- Teacher-led instruction
- Authentic student work
- Learning Coach responsibilities outlined in enrollment and independent study documentation

Parents and Learning Coaches are expected to support responsible AI use and maintain academic integrity standards.

5. APPROVAL OF AI TOOLS

The School reserves the right to:

- Approve or prohibit AI platforms
- Require technology review prior to implementation
- Limit use of specific AI tools
- Require data privacy agreements with vendors

Staff shall not require students to use non-approved AI tools that collect student data without prior authorization.

6. MONITORING AND ENFORCEMENT

The School reserves the right to:

- Monitor use of school-issued devices and systems
- Investigate misuse of AI technologies
- Restrict access to AI platforms
- Apply disciplinary action for violations

Violations of this policy may result in:

- Loss of technology privileges
- Student disciplinary action
- Referral to law enforcement where applicable

Classroom Code of Conduct

Freedom of speech and expression is valued not only throughout society but also in the academic setting. No more is this so than in the classroom. In ISCA, a classroom is defined as many different locations. These may include but are not limited to:

- Online classroom sessions
- Class Connect
- Any ISCA community area

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.

5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your own user name and password, and do not share these with anyone.
7. Do not post personal information, (personal details, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access ISCA or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
9. Do not download, transmit or post material that is intended for personal gain or profit, non-ISCA commercial activities, non-ISCA product advertising, or political lobbying on a ISCA owned instructional computing resource.
10. Do not use ISCA instructional computing resources to sell or purchase any illegal items or substances.
11. Do not upload or post any software on ISCA instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any ISCA server.
13. Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Consequences

- First warning
- Certified letter
- If problem continues, administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, ISCA reserves the right to withdraw student upon first action

This document describes the policies and guidelines for the use of the ISCA and exists to ensure that all ISCA students are aware of and understand their responsibilities when accessing and using ISCA resources.

As a student enrolled in ISCA, you should be aware of the above guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to ISCA instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.

- Withdrawal from our program.

Internet Safety and Network Etiquette

It is the policy of Insight Schools of California to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

As an ISCA student, you are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang
- Swear words are unacceptable
- Do not harass or threaten others
- Do not use all capital letters (this is considered yelling)
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos
- Respect other people's privacy
- Don't broadcast online discussions, and never reveal other people's email addresses
- Do not post personal information, (personal details, YouTube, Facebook, email address, etc.)

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Insight Schools of California online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Insight Schools of California staff and the Learning Coach to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Learning Coach, Insight Schools of California or designated representatives.

CIPA definitions of terms:

Technology protection measure means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code;

2. Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or

3. Harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

- Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code; and
- Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Release of Liability

Through acknowledgement and receipt of the handbook, you are hereby providing permission for your student to participate in activities, including but not limited to field trips and testing.

The undersigned parent or guardian assumes all risks in connection with the student's participation in any and all of the Insight Schools of California activities. I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge the Insight Schools of California, its officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of the Insight Schools of California. I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

You attest and verify that said minor is physically fit and able to participate in school events and acknowledge that you are aware of the inherent risks in participating in any athletic event. If the student has or has had any allergies, medicine reactions or unusual physical condition which

should be made known to a treating physician or which could limit participation, please notify the school in writing so it can be maintained in the student's file.

Photograph, Testimonial and Interview Release

In exchange for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, I hereby grant to K12 Inc., its legal representatives, successors and assigns, and those acting with their authority and permission (collectively, "K12") the right and permission to use, re-use, publish, re-publish, and copyright (in K12's own name and otherwise) testimonials (written by me or attributed to me), interviews (written by me or attributed to me), and photographic portraits, pictures, images and/or likenesses of me or in which I may be included (in whole or in part, or composite, or distorted in character or form, without restriction as to changes or alterations), in conjunction with my own or a fictitious name, made through any medium, and in any and all media now or hereafter known throughout the world in perpetuity. All rights, licenses and privileges herein granted to K12 are irrevocable and not subject to rescission, restraint or injunction under any circumstances. I hereby waive any right that I may have to inspect or approve the finished product, or products and the advertising copy or other matter that may be used in connection therewith or the use to which it may be applied.

I hereby release, discharge and agree to save harmless K12 from and against any claims, damages or liability arising from or related to the use of any of the aforementioned material, including but not limited to any liability by virtue of any editing, blurring, distortion, alteration, optical illusion, or use in composite form, whether intentional or otherwise, that may occur or be produced in the taking, recording, editing, processing, publishing or distribution of said testimonials, interviews, pictures, portraits, images and/or likenesses including, without limitation, any claims for defamation, invasion of privacy, right of publicity or violation of any other right.

I hereby acknowledge that the compensation provided does not include any monetary compensation or tangible goods or services and that none are due to me for granting this release.

I hereby warrant that I am of full age and have the right to contract in my own name. I have read this Release prior to its execution, and I am fully familiar with the contents thereof. This Release shall be binding upon me and my heirs, legal representatives, and assigns.

If signing as parent or guardian, I hereby warrant and represent I am the parent or legal guardian of the named minor and have authority to and do hereby consent to this Release on his/her behalf and will be responsible for any damages incurred by K12 resulting from the minor's breach or renunciation of this Release.

Handbook Acknowledgement

By signing below and/or through completion of the Back to School Packet (BTSP) you are agreeing to the policies and procedures of the Parent handbook. Including (but not limited to):

- Enrollment Requirements
- Attendance & Engagement Policy
- Academic Progress
- Computer Use Policy
- Academic Integrity
- Appropriate Behavior
- State Testing Requirements
- Grading System
- Release of Liability
- Photograph, Testimonial, and Interview Release

Student Name (Please Print):_____

Student Signature:_____ Date:_____

Parent Name (Please Print):_____

Parent Signature:_____ Date:_____

Appendix 1

Model Youth Suicide Prevention Policy

California *Education Code* (*EC*) Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp and the Directing Change For Schools Web page at http://www.directingchange.org/schools/.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Insight School of California
Youth Suicide Prevention Policy

The Governing Board of Insight School of California recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Head of School, Kimberly Odom] shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Head of School, Kimberly Odom shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Head of School, Kimberly Odom shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local

health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

1. Just Tell One Suicide Prevention Conversation Toolkit http://justtellone.org/wp-content/uploads/2016/11/Suicide-Prevention-Conversation-Toolkit.pdf

2. 1-800-273 TALK 3. Lifeline Crisis Chat: http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx

4. National Hopeline Network 1800 SUICIDE/800-784-2433

5. The Trevor Line: 866.488.7386. The Trevor Lifeline connect s lesbian, gay, bisexual, transgender, questioning (LGBTQ) young persons to a suicide prevention and counseling phone line with access to trained counselors 24/7.

6. Suicide Hotline in Spanish 1800-273-8255, option 1

7. Youthline 877-YOUTHLINE/877-968-8454 8. Online Crisis chat www.crisischat.org 9. I'm Alive www.imalive.org 10. American Foundation for Suicide Prevention 1888-333-AFSP/2377 www.afsp.org 11. Self-harm support website www.helpguide.org/mental/self_injury.htm

California Youth Crisis Line

800-843-5200

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

  Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at http://www.heardalliance.org/.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at https://www.pausd.org/student-services/counseling-services

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Insight School of California along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at http://resource-center.yourvoicecounts.org/content/how-use-social-media

B. Suicide Prevention Training and Education

The Insight School of California along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Insight will develop a training plan to be set in place by the start of the 2017-2018 school year. Core components of the general suicide prevention training shall include:

    - Suicide risk factors, warning signs, and protective factors;

    - How to talk with a student about thoughts of suicide;

    - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

    - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

    - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;

    - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

    - The impact of traumatic stress on emotional and mental health;

    - Common misconceptions about suicide;

    - School and community suicide prevention resources;

- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
- District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
  - Youth affected by suicide;
  - Youth with a history of suicide ideation or attempts;
  - Youth with disabilities, mental illness, or substance abuse disorders;
  - Lesbian, gay, bisexual, transgender, or questioning youth;
  - Youth experiencing homelessness or in out-of-home settings, such as foster care;

- Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/

- Free YMHFA Training is available on the CDE Mental Health Web page at http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at http://www.qprinstitute.com/
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at https://www.livingworks.net/programs/safetalk/

- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at https://www.livingworks.net/programs/asist/

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at https://www.kognito.com/products/pk12/

C. Employee Qualifications and Scope of Services

Employees of the Insight School of California and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition,

treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Insight School of California .

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/training-events/amsr

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Insight School of California suicide prevention policy and procedures.

- This suicide prevention policy shall be prominently displayed on the Insight School of California Web page and included in the parent handbook.

- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:

    - Suicide risk factors, warning signs, and protective factors;

    - How to talk with a student about thoughts of suicide;

    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at

https://www.save.org/product/parents-as-partners/

F. Student Participation and Education

The Insight School of California along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.

- The content of the education shall include:

    - Coping strategies for dealing with stress and trauma;

    - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

    - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;

    - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

  Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

  The Insight School of California will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at https://afsp.org/our-work/education/more-than-sad/

- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at http://www.childrenshospital.org/breakfree

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at http://www.reconnectingyouth.com/programs/cast/

- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at https://www.save.org/what-we-do/education/smart-schools-program-2/

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at https://www.save.org/what-we-do/education/leads-for-youth-program/

Intervention, Assessment, Referral

A. Staff

Two Insight School of California staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons Natalie Henry and Micah Samuels Suicide Prevention Liaisons, shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

  The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

- TheHead of School or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. Insight will develop a plan that includes crisis intervention procedures, including counseling and other support systems and have it in place by the start of the 2017-2018 school year.).

D. Parental Notification and Involvement

Each school within the Insight shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Insight School of California property, it is crucial that Insight School of California protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide

and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy.Natalie Henry and Micah Samuels, Suicide Prevention Liaisons for the Insight School of California shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:

    - Identify a staff member to confirm death and cause (school site administrator);
    - Identify a staff member to contact deceased's family (within 24 hours);
    - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
    - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

- Coordinate an all-staff meeting, to include:
    - Notification (if not already conducted) to staff about suicide death;
    - Emotional support and resources available to staff;
    - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
    - Share information that is relevant and that which you have permission to disclose.

- Prepare staff to respond to needs of students regarding the following:
    - Review of protocols for referring students for support/assessment;
    - Talking points for staff to notify students;
    - Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at

www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:
    - Identify what platforms students are using to respond to suicide death
    - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
    - Support siblings, close friends, teachers, and/or students of deceased
    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/comprehensive-approach/postvention
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp.

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

(a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

(b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:

(1) The guidelines are necessary.

(2) The department has the authority to issue the guidelines.

(3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

Appendix 2

Mental Health Referral Process

Introduction:
The purpose of the mental health referral process is to identify students, whose behavior may impact their ability to access or participate in the special education curriculum, and appropriately provide the supports they need to be successful. This process will detail the steps when considering refe rral to mental health services, and the different services provided.

Eligible Student Populations:
Students with IEPs who demonstrate behavioral health issues that impact their ability to learn and access the school curriculum are eligible for AB 114. ERMHS funds are not restricted to students who have "emotional disturbance" as their identified disability.

*Please note ERMHS supports are provided to students already found eligible for special education. If there are mental health concerns with general education students, please follow Student Study Team process and student may be referred for a psycho- educational evaluation to include eligibility for ERMHS services.

Services Covered:
Services must be included in the IEP and can include individual counseling, parent counseling, social work services, psychological services, and residential treatment. Any service agreed upon by the student's IEP team as necessary for the student to receive a free and appropriate public education may be considered a related service and covered by AB 114 funds.

Information:
Mental health services are provided through a three-tier model:
*Please review progress as necessary to determine possible end of services and/or if additional supports are needed.

- Tier 1
  - New referral (SPED)
  - Mild level of needs
- Tier 2
  - Moderate level of needs and Tier 1 supports are deemed inadequate
- Tier 3
  - Severe level of needs
  - Tier 1 and 2 supports have been deemed inadequate

Referral Procedure:
Either Parent/LC or any school staff may report a concern. The Educational Related Mental Health Services (ERMHS) packet, located in SharePoint, must be completed by the teacher and parent/LC and submitted to the assigned school psychologist. An IEP meeting is held and the team identifies the specific area of need, appropriate interventions to meet the need, and the data to be measured. Data is taken, and the team reconvenes after 12 weeks to review the student's progress.

Appendix 3

Title I, Part A Parent and Family Engagement Policy

Title I, Part A LEA/School-Level
Parent and Family Engagement Policy

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a) and ESSA Section 116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy

updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1],1116[a][2][A], and 1116[a][2][F])?)?

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed. The board approved policy is emailed to parents of participating children, and it is posted on the school website. The local community can access the policy on the website. The policy is updated periodically, through an Educational Partner meeting (parents, community members, students, staff). Throughout the year, input is gathered during Educational Partner meetings, surveys sent to parents and students, and grade span parent meetings. This input and data is used to update the policy.

How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans or Targeted Support and Improvement plans (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A.

N/A

How will the school coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs to encourage and support parents in more fully participating in the education of their children (ESSA sections 1116[a][2][C], and 1116[e][4])?

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children through the Engagement and Resource Coordinator and RAISE (Retention and Academic Intuitive Support Experts), which is paid for with Title funds. With the assistance of the Director of Engagement, as well as the Engagement and Resource Coordinator and RAISE team, all work together to organize strategies and makes sure all program's plans are integrated. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents is a part of our school culture. Parents have access to the students online learning platform and can see, in live time, what a student has completed.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

Parents are informed about schoolwide achievement and plans to meet academic standards at various live meetings throughout the year. At parent/community engagement meetings, parents are informed of academic achievement by demographic subgroups, and plans to address achievement gaps are discussed.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Evening meetings are offered multiple times during the school year and a recording is available to parents after the meeting.

How will the school conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of the school, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

Parents receive surveys requesting input on a regular basis during the year through the Pulse Check program. Parents receive individual outreach at least quarterly from homeroom teachers to provide an opportunity to engage reading student progress.
The Parent and Family Engagement Policy will be reviewed by all educational partners periodically.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parents are invited to attend educational partner meetings during the year. Parents are sent surveys which offers another platform for them to provide input.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with attention, parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (ESSA Section 1116[a][2][D][i]):

The school annually gathers input and feedback from educational partners through the LCAP development and surveys to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process, and actions are developed to address the needs of families. Some reported barriers have been language differences, lack of transportation to in-person events, lack of opportunities for parents to engage with one another, and technological literacy. Action plans have been created to address these barriers, such as providing activities at different times (day and evening), communicating to parents through translated platforms and interpreter services, advertising events through consistent communication platforms, creating a learning coach community phone app, and hosting monthly learning coach sessions with topics ranging from navigating online systems to understanding graduation requirements to getting to know one another.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]). How does the school provide the information?

We offer student-specific, individualized interventions for all students in need of support. Students will receive research-based support and strategies, particularly in the areas where the student is struggling. Many different levels of support and support staff are available to provide interventions.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

The school aids parents of Title I students in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements thereof, and how to monitor a child's progress and work with educators to improve the achievement of their children by regularly checking in with teachers. Teachers provide parents and students with Star 360 assessment results and growth trends and guide parents through checking student progress and grades on the online learning platform. Parents and students also receive communication from administration on state standards, expectations, and testing.

What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers (ESSA Section 1116[a][2][D][ii])?

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education on a daily basis, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

The onboarding process is critical to a student's success. New students are invited to attend orientations, they are provided messaging, and a Strong Start timeline to ensure they and their parents have the information and tools for a successful start. Learning coach sessions are also hosted in which parents are provided resources to help their student be successful in the online learning environment. The school has worked on providing consistent messaging through social media, Parent Square, newsletter, website for parents, texting, and notices in the online school. The messaging platforms allow for real time translation. A survey is provided to parents that allows them to ask for help when needed.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Parents are encouraged to meet with their student's teacher. There are school policies in place that require teacher availability, consistent scheduling, and timely responses and feedback to student and parents. School-wide initiatives such as Student Connection Calls at the beginning of the year and online conferences throughout the year to ensure individual attention for student academic success.

The school provides coordination, technical assistance, and other support to assist in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

To assist and build the capacity the school employs support staff who collaborate with school staff and parents to develop goals, programs, and classes to support parents. These staff members serve as liaisons between parents, schools, and outside community agencies to support efforts to improve student academic performance and parent involvement.

* The Engagement and Resource Coordinator works to build a community among learning coaches and provides support sessions for learning coaches. The Community Coordinator also connects students and families to events, both online and in-person, and provides other resources to help students stay engaged and involved in school.
* The RAISE Team trains learning coaches on all aspect of the online school.

The Director of Categorical Programs will monitor to ensure that the following tasks are completed.

* Convening of an annual Title I parent meeting.
* Convening of school meetings to inform parents of their school's participation in the development of the Parent/Family Engagement Policy and each parent's right to be involved.
* Development of the Parent and Family Engagement Policy and School-Parent Compact and provide information to parents about the school's program

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

Independent charter school

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Independent charter school

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

Independent charter school

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement.
How will the school aid parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

The school aids parents of Title I students in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements thereof, and how to monitor a child's progress and work with educators to improve the achievement of their children by regularly checking in with teachers. Teachers provide parents and students with Star 360 assessment results and growth trends and guide parents through checking student progress and grades on the online learning platform. Parents and students also receive communication from administration on state standards, expectations, and testing.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Since the school is an independent study program, parents are involved with every aspect of their child's education. All materials are mailed to the student's house, including a computer, so students and their parent can access the online curriculum. Teachers provide consistent messaging of the requirement for daily log in and submission of assignments. Weekly announcements are made in all the student's courses as well as frequent updates to families both as general newsletters and tailored updates.

How will the school educate teachers, instructional support staff, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school, and how to work with parents as equal partners (ESSA Section 1116[e][3])?

The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through professional development. Since the school is an independent study program and parents are involved with every aspect of their child's education daily, collaborating with parents, we call them learning coaches, is a part of our school culture. Since the student doesn't attend a brick and mortar, the parent is coaching their learning every day.

How will the school coordinate and integrate parent and family involvement programs with other federal, state,

and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

The school will coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Families are connected to community resources via the Student and Family Champion position, which is paid for with Title funds.

How will the school ensure that information related to school and parent programs, including this Policy, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5], 1116[f])?

The school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand by providing translated documents when needed.

How will the school provide other reasonable support for parental involvement activities requested by Title I, Part A parents under this section (ESSA Section 1116[e][14])?

Parent requests will be considered and provided when appropriate.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

The Home-School Compact is attached.
This Policy was adopted by the governing board in June 2022 and will be in effect until it is updated. The school will distribute the policy to all parents of students participating in the Title I, Part A program annually.

Insight Schools of California
Home-School Compact

Insight Schools of California provides an individualized standards-based education for students in the state of California. Our team of hardworking, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on traditional instructional models to promote mastery of the California Content Standards. Insight Schools of California believes parents are integral in the acquisition of knowledge, and works to strengthen family values, promote character, and provide skill mastery using technology and the Stride K12 curriculum.

SCHOOL COMMITMENTS

To support achievement goals, the school staff commits to the following:

- Inform parents of the instruction and interventions in place that will enable students to meet proficiency levels in reading, writing, and/or math.
- Provide a positive, safe, and effective online learning environment for all.
- Provide information for parents through weekly classroom newsletters and offer information on how they can support their child's learning at home.

To support effective, ongoing communication between the school and home, the school staff commits to the following actions:

- Provide learning coach with resources so is responsible to ensure the child is participating appropriately in the instructional program.
- Participate in communication activities, including, but not limited to, phone calls, email, and meetings.

PARENT COMMITMENTS

To support achievement goals, we ask that parents commit to the following:

- Ensure that my child gets enough sleep each night, provide nutritious meals, and encourage regular exercise.
- Set high expectations for his or her academic achievement.
- Attend school events, workshops, and meetings, when appropriate.

To encourage effective, ongoing communication, we ask parents to commit to the following actions:

- Respond to emails, phone calls, or be willing to participate in online meetings with school staff.
- Initiate communication with school staff when there is a concern or question.
- Attend school events, meetings, and workshops and ask questions, share ideas with other parents and offer suggestions for how the school can improve opportunities for student success.

STUDENT COMMITMENTS

To support achievement goals, we ask that students commit to the following:

- Encourage my parents to support me in my education.
- Follow school rules, participate in classroom activities, and take responsibility for my learning.
- Complete all assignments to the best of my ability.
- Set high academic expectations for myself.

To support effective, ongoing communication, we ask that students commit to the following:

- Talk with my parent(s) about school each day.
- Communicate with school staff and other students in a positive manner.
- Seek the support of my parents and school staff when I have questions about my learning or other concerns about school.

Appendix 4

Comprehensive School Safety Plan

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

APPROVED

BOARD REPORT #11

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Revision to State Minimum Graduation Requirements

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the proposed Revision to State Minimum Graduation Requirements

BACKGROUND: California has enacted new graduation requirement legislation related to both Ethnic Studies and Personal Finance instruction. Under Assembly Bill 101 (AB 101), beginning with the graduating class of 2030, students attending California public schools, including charter schools, must complete a one-semester Ethnic Studies course as a condition of graduation. Additionally, Assembly Bill 2927 (AB 2927) requires that all California public high schools offer a stand-alone one-semester course in Personal Finance beginning in the 2027–28 school year, with completion becoming a graduation requirement beginning with the class of 2031. These legislative changes are intended to expand students' civic, cultural, and financial literacy and require local educational agencies to update graduation requirements, course offerings, and board policies to ensure compliance with state law.

Beginning in the 2026–2027 school year, Insight will offer Ethnic Studies and Personal Finance courses to all students. Effective with the 2027–2028 school year, completion of one semester of Ethnic Studies and one semester of Personal Finance will become graduation requirements for all Insight students.

BUDGET IMPLICATIONS: n/a

RECOMMENDATIONS:
It is recommended the Governing Board:

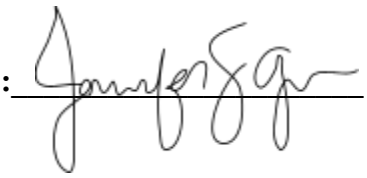
1. Review the updated graduation requirements for 2027-2028 school year; and
2. Approve the Revision to State Minimum Graduation Requirements

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:
Kimberly Odom
Head of School

PRESENTED BY:
Kimberly Odom
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X				X	
Shelly Hess	X					
Suzanne McCarty	X					X

Graduation Requirements

Students enrolled in ISCA will carry and maintain a caseload of at least 20 credits each trimester. Each course is worth 5 credits. Students will obtain 130 credits as detailed below in order to meet the graduation requirements.

A. History/Social Science (30 Credits)
- a. Modern World Studies (A and B sections)
- b. US History (A and B sections)
- c. US Government and Politics (1 trimester)
- d. US and Global Economics (1 trimester)

B. English (30 Credits)
- a. English I (A and B sections)
- b. English II (A and B sections)
- c. American Literature (A and B sections)

C. Math (20 Credits) (Integrated Math I is required)
- a. Integrated Math I (A and B sections)
- b. Integrated Math II (A and B sections)
- c. Consumer Math
- d. Personal Finance

D. Science (20 Credits) (1 Biological Science and 1 Physical Science Required)
- a. Biology (A and B sections)
- b. Physical Science (A and B sections)

E. Visual & Performing Arts/Career Technology (10 credits)
- a. TCH047ADE2 Web Design 1 (Part 1)
- b. TCH047BDE2 Web Design 1 (Part 2)
- c. TCH071 Foundations of Game Design 1
- d. TCH072 Foundations of Game Design 2
- e. CAR100 Summit Career Planning

F. Physical Education (20 Credits)

Beginning with the 2027-2028 school year, students enrolled with Insight Schools of California must earn 140 credits to meet graduation requirements. The following credits are detailed below:

A. History/Social Science (30 Credits)
- a. Modern World Studies (A and B sections)
- b. US History (A and B sections)
- c. US Government and Politics (1 trimester)

d. US and Global Economics (1 trimester)

B. English (30 Credits)
a. English I (A and B sections)
b. English II (A and B sections)
c. American Literature (A and B sections)

C. Math (20 Credits) (Integrated Math I is required)
a. Integrated Math I (A and B sections)
b. Integrated Math II (A and B sections)
c. Consumer Math (A and B sections)

D. Science (20 Credits) (1 Biological Science and 1 Physical Science Required)
a. Biology (A and B sections)
b. Physical Science (A and B sections)

E. Visual & Performing Arts/Career Technology (10 credits)
a. TCH047ADE2 Web Design 1 (Part 1)
b. TCH047BDE2 Web Design 1 (Part 2)
c. TCH071 Foundations of Game Design 1
d. TCH072 Foundations of Game Design 2
e. CAR100 Summit Career Planning

F. Physical Education (20 Credits)

G. Personal Finance (5 Credits)

H. Ethnic Studies (5 Credits)

APPROVED

TO: INSIGHT AT SAN DIEGO GOVERNING BOARD

BOARD REPORT #12

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: Artificial Intelligence (AI) Usage Policy

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the proposed Artificial Intelligence (AI) Usage Policy

BACKGROUND: Artificial Intelligence ("AI") technologies are increasingly being utilized in educational settings by students, staff, and families for instructional support, communication, productivity, and operational functions. As AI tools continue to expand in accessibility and use, it is important for the School to establish clear expectations and safeguards regarding responsible and ethical use within the educational environment.

The proposed AI Policy provides guidance for the appropriate use of AI technologies while addressing critical areas including academic integrity, student data privacy, cybersecurity, equitable access, and compliance with applicable federal and California laws. The policy also aligns with guidance issued by the California Department of Education regarding the safe and effective use of AI in schools and ensures that AI serves as a support tool rather than a replacement for professional judgment, instruction, or required student supports.

BUDGET IMPLICATIONS: n/a

RECOMMENDATIONS:
It is recommended the Governing Board:

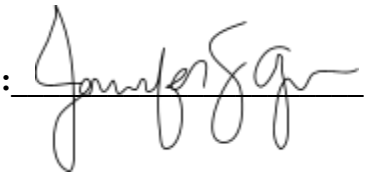
1. Review and approve the Artificial Intelligence (AI) Usage Policy

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:
Kimberly Odom
Head of School

PRESENTED BY:
Kimberly Odom
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X				X	
Shelly Hess	X					
Suzanne McCarty	X					X

Artificial Intelligence (AI) Usage Policy

Insight recognizes that Artificial Intelligence ("AI") technologies are increasingly used in education and professional environments. The School supports the responsible, ethical, and educationally appropriate use of AI tools to enhance teaching, learning, communication, operational efficiency, and student support while maintaining academic integrity, data privacy, and compliance with applicable laws.

1. DEFINITIONS

For purposes of this policy, Artificial Intelligence ("AI") includes computer systems or software capable of generating, analyzing, predicting, summarizing, recommending, or creating content including text, images, audio, video, code, or data-based outputs.

Examples include, but are not limited to:

- Generative AI tools
- AI chatbots
- AI image generators
- AI-assisted writing tools
- AI tutoring or instructional platforms
- AI transcription or translation tools

2. APPROVED USES OF AI

A. Student Use

Students may use approved AI tools for educational purposes when authorized by a teacher or school staff member, including:

- Brainstorming ideas
- Tutoring and instructional support
- Research assistance
- Language translation support
- Study assistance
- Skill practice and remediation

Student AI use must:

- Align with assignment expectations
- Be age-appropriate
- Follow teacher direction
- Include acknowledgment/disclosure when required by the teacher

B. Staff Use
Employees may use approved AI tools to support:

- Lesson planning
- Drafting communications
- Data organization and analysis
- Accessibility supports
- Translation assistance
- Administrative efficiencies
- Professional productivity

All staff remain fully responsible for:

- Accuracy of information
- Final review of AI-generated content
- Compliance with confidentiality laws
- Educational appropriateness of materials

AI-generated content shall not be used without human review.

3. PROHIBITED USES

The following uses are prohibited unless expressly authorized by the School:

A. Academic Dishonesty

Students may not:

- Submit AI-generated work as entirely their own when prohibited
- Use AI during assessments unless specifically permitted
- Misrepresent AI-generated content as original work

Violations may result in disciplinary consequences consistent with existing academic integrity policies.

B. Harmful or Inappropriate Uses

AI may not be used to:

- Harass, bully, intimidate, or discriminate
- Generate inappropriate, explicit, or harmful content
- Create deceptive or misleading communications
- Impersonate individuals without authorization
- Circumvent school monitoring or safety systems

C. Privacy Violations

Employees, students, contractors, and Learning Coaches may not enter confidential or personally identifiable information into public AI platforms, including:

- Student education records
- IEP information
- Medical information
- Discipline records
- Employee confidential information
- Protected personally identifiable information (PII)

All AI use must comply with:

- FERPA
- COPPA
- California Education Code
- Applicable student data privacy laws

4. INDEPENDENT STUDY AND VIRTUAL LEARNING EXPECTATIONS

As an independent study virtual learning program, Insight recognizes the role of parents and Learning Coaches in supporting student success.

AI tools may supplement instruction and support but may not replace:

- Required student participation
- Teacher-led instruction
- Authentic student work
- Learning Coach responsibilities outlined in enrollment and independent study documentation

Parents and Learning Coaches are expected to support responsible AI use and maintain academic integrity standards.

5. APPROVAL OF AI TOOLS

The School reserves the right to:

- Approve or prohibit AI platforms
- Require technology review prior to implementation
- Limit use of specific AI tools
- Require data privacy agreements with vendors

Staff shall not require students to use non-approved AI tools that collect student data without prior authorization.

6. MONITORING AND ENFORCEMENT

The School reserves the right to:

- Monitor use of school-issued devices and systems
- Investigate misuse of AI technologies
- Restrict access to AI platforms
- Apply disciplinary action for violations

Violations of this policy may result in:

- Loss of technology privileges
- Student disciplinary action
- Referral to law enforcement where applicable

APPROVED

TO: INSIGHT AT SAN DIEGO
GOVERNING BOARD

BOARD REPORT #14

VIA: INSIGHT STAFF
June 22, 2026

SUBJECT: English Learner Master Plan

PROPOSAL: It is proposed that the Governing Board of Insight at San Diego approve the English Learner (EL) Master Plan.

BACKGROUND: The English Learner Master Plan serves to align all services, supports, and resources for English Learners with the guiding principles and components outlined in the California Department of Education's *English Learner Roadmap.* The purpose of this document revision is to update the Designated English Language Development (ELD) curriculum in order to strengthen language acquisition, support continued academic growth, and promote long-term success for all English Learner students across our school.

BUDGET IMPLICATIONS: There are no budget implications.

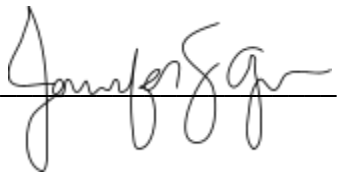
RECOMMENDATIONS: It is recommended the Governing Board approve the English Learner (EL) Master Plan.

RESPECTFULLY SUBMITTED:
Kimberly Odom
Head of School

PREPARED BY:
Holly Rodriguez
ELD Coordinator

PRESENTED BY:
Holly Rodriguez
ELD Coordinator

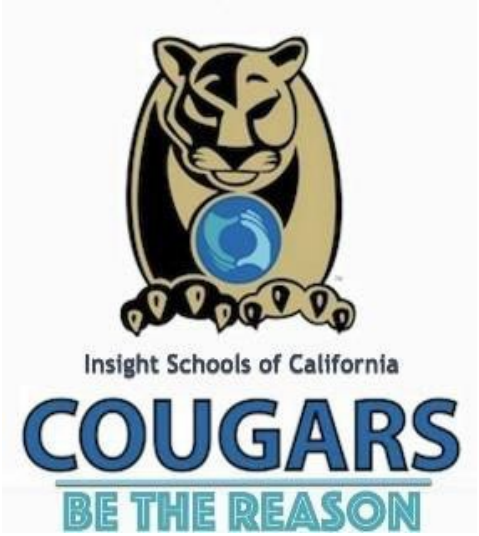
Ayes: 3 No: 0 Abstain: 0

Approved: Yes **Witnessed:**  **Date: 6/22/2026**

Name	Aye	No	Abstain	Absent	Moved	Second
Jack Creedon				X		
Ruben Garcia	X				X	
Shelly Hess	X					X
Suzanne McCarty	X					

English Learner Master Plan Summary of Changes

Section	Page	Change
Expectations for ELD Instruction and Instructional Minutes	Page 50	Updated to reflect proposed Tier 1 Designated ELD Curriculum change to Summit K12 and Tier 2/3 to Launch to Literacy



Insight @ San Diego

English Learner Master Plan
2026-2027 School Year

TABLE OF CONTENTS

INTRODUCTION 3

CHAPTER 1: EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

Component #1 – Commitment and Purpose 5
Component #2 – Responding to Diverse Learners 16
Component #3 – Program Options 26
Component #4 – Staffing 35

CHAPTER 2: EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

Component #5 – Access to Core Curriculum 40
Component #6 – English Language Development 47
Component #7 – Professional Learning 56

CHAPTER 3: FAMILY-COMMUNITY ENGAGEMENT

Component #8 – Family-School Partnerships 62

CHAPTER 4: ACCOUNTABILITY

Component #9 – Assessment and Student Monitoring 70
Component #10 – Program Monitoring and Evaluation 79

APPENDIX

INTRODUCTION

Insight Schools of California (ISCA) is a network of three public online charter schools serving twenty-one counties across the state of California. Each of Insight's three campuses—Insight School of California, Insight @ San Joaquin, and Insight @ San Diego—serves students in the county where the charter was authorized, as well as in any adjacent counties. Our goal is to serve every at-risk student in California.

Our main office is located in Simi Valley, California, and some members of our administrative team work from this office. Aside from the main office, we do not have any other physical locations in the state. The faculty and staff of Insight Schools of California work from their homes and are required to host in-person outings for students in their communities throughout the year.

Each school operates as a public charter school, funded by state tax dollars, and is governed by California charter school, independent study, and applicable federal laws. A Board of Directors, composed of parents and community members who are dedicated to providing additional educational options for California students, governs each school.

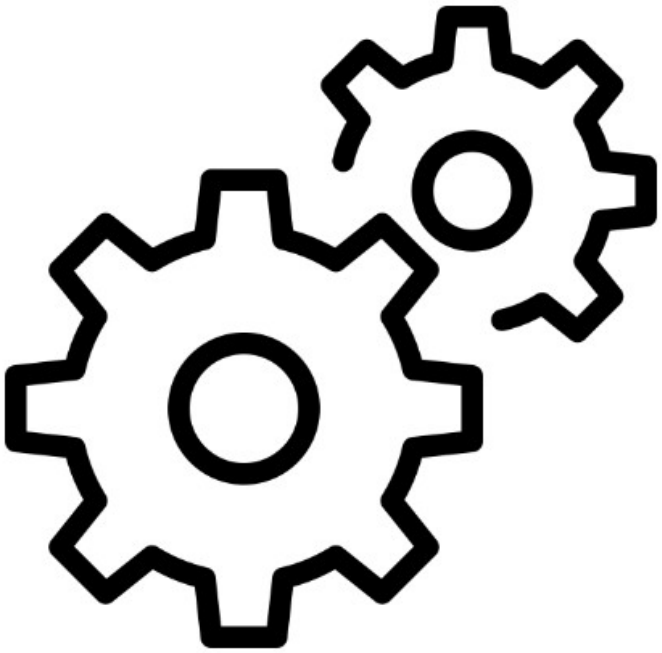
Insight Schools partners with Stride, Inc. to provide all students with access to a standards-aligned curriculum and the necessary tools to engage with it. Upon enrollment, students have the option to receive a computer at no cost, and both students and Learning Coaches are invited to attend orientation sessions before starting school. Families that qualify may also receive an internet subsidy.

Each of the Insight schools operates under the Dashboard Alternative School Status (DASS). Students are only required to meet the State of California's minimum graduation requirements, which include a reduced number of credits compared to traditional comprehensive high schools, in order to earn a diploma. As a result, students may not automatically meet the A-G course requirements needed for direct admission to the UC or CSU systems upon graduation. Students may choose to attend a community college and later transfer to a university.

Insight @ San Diego

Insight @ San Diego is a charter school that offers a full-time online independent study program for students in grades 9–12. We are WASC-accredited and provide innovative technology along with a rigorous and interactive curriculum from Stride K12. Each student benefits from individualized learning plans and accommodations designed to support various learning styles. Our school serves students from the following counties: Imperial, Orange, Riverside and San Diego counties.

At Insight @ San Diego, we are committed to fostering academic growth while also promoting social and emotional competence for all students. We deliver an innovative educational experience in a safe online environment through daily live instruction provided by highly qualified teachers. Students have 24-hour access to a rigorous curriculum and resources, as well as opportunities for diverse social interactions, preparing them to become successful citizens.



CHAPTER 1:

Equitable, Coherent, and Sustainable Systems

COMPONENT 1: COMMITMENT AND PURPOSE

Rationale: An English Learner Master Plan provides clarity, direction and coherence to a Local Education Agency (LEA) educating ELs. The commitment and purpose component serves to provide clear rationale and guidance for: 1) who is being serviced, 2) what those services are, 3) why they are provided, 4) how the EL Master Plan serves to ensure equity for English learners, and 5) assurances for adherence to federal and state mandates.

CONTENT OVERVIEW

- Rationale for the English Learner Master Plan
- Message from the Head of Schools
- Vision, Mission, Values and Beliefs, Inclusive of English Learners
- Overview of Our Diverse Populations
- Federal and State Requirements for Services to English Learners

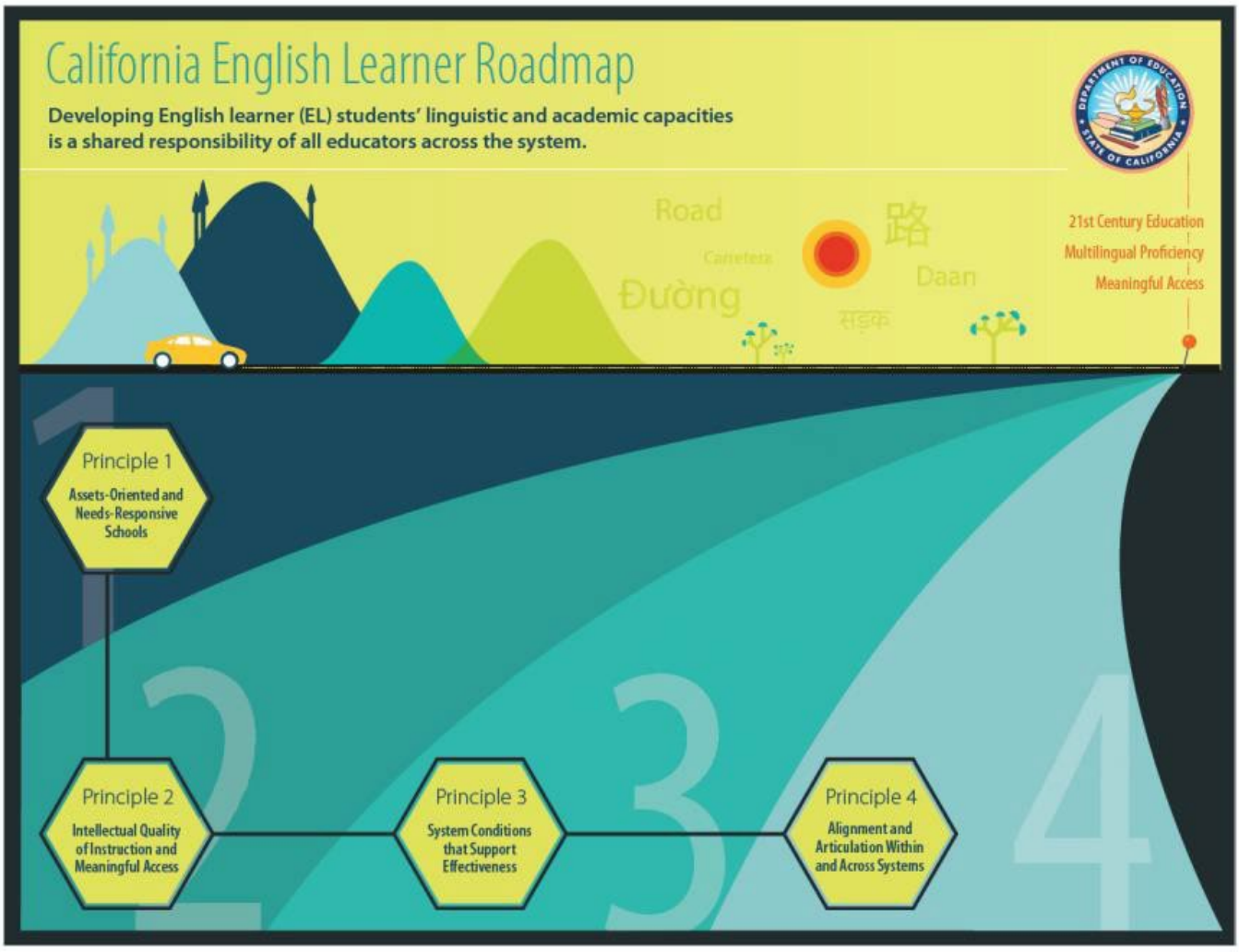
The commitment and purpose component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Commitment and Purpose	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**1A.** Language and Culture as Assets **1B.** English Learner Profiles **1C.** School Climate **1D.** Family and School Partnerships **2C.** High Expectations **2G.** Programmatic Choices **3A.** Leadership **4A.** Alignment and Articulation **4C.** Coherency

RATIONALE FOR THE ENGLISH LEARNER MASTER PLAN

Best practices for English learners (EL) have been outlined in the California Department of Education's English Learner 2020-21 Program Instrument. This document identifies policies, procedures, and practices each local educational agency (LEA) should implement to assure linguistic and academic success for all. In 2017, the California Department of Education published the *English Learner Roadmap Guide* to assist LEAs in implementing California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments. To guide our school's vision, our school uses the EL Program Instrument, CA EL Roadmap Vision, along with our mission and vision statements to ensure that our English learner students are receiving high quality linguistic academic instruction. Holding high expectations and providing EL students with the tools to utilize language as a resource for making meaning, our school creates opportunities for their ongoing success.

Four main principles provide the foundation to the English Learner Roadmap.



✓ Guiding Principle 1
Assets-Oriented and Needs-Responsive Schools

Schools are responsive to different English learner strengths, needs, and identities and support the socio-emotional health and development of English learners.

✓ Guiding Principle 2
Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.

✓ Guiding Principle 3
Systems Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

✓ Guiding Principle 4
Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities.

Our school is committed to informing educators, students, and their families of their rights, responsibilities and available resources while preparing English learners to embrace the challenges of the 21st century to become productive global citizens.

The purpose of our English Learner (EL) Master Plan is to guide all educational partners towards an aligned set of practices, services, and approaches that support English learner students:

This document also outlines our schools' commitment to build capacity beyond compliance to ensure sustained academic achievement, language development, and success for all students.

For more information on the California English Learner Roadmap, please visit: https://www.cde.ca.gov/sp/el/rm/

MESSAGE FROM THE HEAD OF SCHOOLS

At Insight Schools of California, we understand that every student's educational journey is unique. For students facing credit deficiencies or who have experienced challenges in traditional schooling, we offer a supportive, personalized learning environment designed to help them thrive and achieve their academic goals.

As a WASC-accredited institution, our mission is to provide students with the tools, resources, and guidance they need to succeed and graduate on time. Our dedicated team of educators works closely with each student to create a tailored learning plan, ensuring they receive the attention and support required to regain their academic standing and move forward with confidence.

We believe in providing comprehensive support for each student tailored to their needs. Together, we can help your student achieve a brighter future.

On behalf of our dedicated staff, we look forward to working with you and your student!

Kimberly Odom
Head of Schools

VISION, MISSION, VALUES AND BELIEFS INCLUSIVE OF ENGLISH LEARNERS

LEA MISSION STATEMENT

Insight Schools of California are dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our schools provide students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight Schools of California at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at-risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

LEA VISION STATEMENT

Insight Schools of California envision empowering students to be self-directed and resourceful learners. Through an engaging and supportive environment, while providing continuous opportunities for success, our students overcome challenges and become fulfilled and conscientious members of the community.

ELD DEPARTMENT MISSION STATEMENT

Our mission is to empower English Learners by providing them with equitable, rigorous, and engaging research-based instruction in a supportive culture of learning that will prepare them to be college and career-ready.

ELD DEPARTMENT VISION STATEMENT

Our vision is to be the catalyst for English Learners to become proficient in English by ensuring they receive the education and support necessary to communicate confidently, think critically, and engage actively in our diverse world.

For more information about our school, please visit:

➔ Our School Website: https://insightca.k12.com/

OVERVIEW OF OUR DIVERSE POPULATIONS

Our school is a high-quality, WASC-accredited, publicly funded charter school that offers the innovative use of technology, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles.

STUDENT DEMOGRAPHICS -Insight @ San Diego

Total Enrollment: 187

67.90% Socioeconomically Disadvantaged
25.39% Students with Disabilities
7.57% English Learner
54.60% Hispanic
27.12% White
10.99% Black/African American
5.28% Asian
5.08% Other
0.53% Foster Youth
0.0% Tribal Foster Youth
4.23% Homeless Youth
0.0% Migrant Program
46.5% Free/Reduced Meals

ENGLISH LEARNER STUDENT TYPOLOGIES

Each student brings a unique set of strengths to our school. "The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities" (CA EL Roadmap, Principle 1-A). These assets must be valued and built upon in culturally responsive ways.

New enrollees to California sometimes include newcomers or immigrant families who have recently arrived in the United States. Some of these families have little to no English proficiency and may be missing transcripts. However, many of our highly motivated, multilingual immigrants have had extensive schooling and will continue to succeed academically with little to no support, including foreign exchange students.

Although there is no single EL profile, leadership and staff must be responsive to the various academic and social-emotional needs of each EL typology:

- Newcomer/Immigrant
- Well-Educated Newcomer/Immigrant
- Under-Schooled

- Long-Term English Learner (LTEL)
- At-Risk of becoming Long-Term English learner (At-Risk)
- Over-age for grade level
- Fluent English Proficient, but struggling academically
- English learners with disabilities (IEP = Individualized Education Plan)

Communication with new families is key to building strong partnerships. New students should be greeted by name and offered a tour of their new school. Families can be personally invited to school events and other educational partner meetings or connected with staff members who speak their home language. A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs must be completed to determine appropriate placement and services.

➔ To learn more about the characteristics of these typologies, visit: Typologies Link

➔ For more information on our school's diverse populations, please visit our current year's Local Control Accountability Plan: LINK

FEDERAL AND STATE REQUIREMENTS FOR SERVICES TO ENGLISH LEARNERS

ACCORDING TO THE ENGLISH LEARNER FACT SHEET

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education and the U.S. Department of Justice have issued joint guidance to remind state education agencies, public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

Identifying and Assessing All Potential EL Students

- School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

Providing Language Assistance to EL Students

- EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.
- School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.

Staffing and Supporting an EL Program

- EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

Providing Meaningful Access to All Curricular and Extracurricular Programs

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

Avoiding Unnecessary Segregation of EL Students

- School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

Evaluating EL Students for Special Education and Providing Dual Services

- EL students with disabilities must be provided with both the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services

- All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program.
- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

Monitoring and Exiting EL Students from EL Programs and Services

- School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. Districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening and speaking, that is aligned to State ELP standards.
- An EL student must not be exited from EL programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.
- In California, school districts must monitor the academic progress of former EL students for at

least four years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).

Evaluating the Effectiveness of a District's EL Program

- EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.
- School districts must monitor and compare, over time, the academic performance of EL students in the program and those who exited the program, relative to that of their never-EL peers.
- School districts must evaluate EL programs over time using accurate data to assess the educational performance of current and former EL students in a comprehensive and reliable way and must timely modify their programs when needed.

Ensuring Meaningful Communication with Limited English Proficient Parents

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.
- For more information about the civil rights of LEP parents and guardians and districts' specific obligations to parents of EL students, visit http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents201501.pdf.

➔ For more information on our school's diverse populations, please visit our current year's Local Control Accountability Plan: https://insightca.k12.com/resources/local-control-accountability-plans/

➔ For more information on legislation, regulations, and guidance for English learners, please visit: https://www2.ed.gov/about/offices/list/oela/legislation.html

COMPONENT 2: RESPONDING TO DIVERSE LEARNERS

Rationale: A welcoming and affirming educational system ensures that English learners and their families are introduced to a system with clearly articulated and consistent practices for initial assessment and program placement, including considerations for English learners with Disabilities. These processes include multilingual communication with parents and/or guardians regarding initial assessment outcomes, program options, and pathways to biliteracy and reclassification as essential facets of college and career readiness.

CONTENT OVERVIEW

- Initial Identification Assessment Criteria
- Primary Language Assessment / Transcript Review
- English Language Proficiency Assessment Overview
- Initial Identification Assessment Tool and Procedures
- Parental Rights, Notification, Program Options, and Selection Processes
- Considerations for Diverse Learners

The Responding to Diverse Learners' component is aligned with the following principles of the California EL Roadmap (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Responding to Diverse Learners (Identification, Placement, Reclassification)	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**IA.** Language and Culture as Assets **IB.** English Learner Profiles **1D.** Family and School Partnerships **1E.** English Learners with Disabilities **2G.** Programmatic Choice **4A.** Alignment and Articulation

INITIAL IDENTIFICATION ASSESSMENT CRITERIA

Our school must properly identify and assess all students who have a primary or native language other than English. The English learner identification process starts with the *Home Language Survey* (HLS) at or before the time of a student's initial enrollment in a California public school.

The Home Language Survey (HLS) is a document required by the state of California. California Education Code Section 52164 directs schools on whether to assess English language proficiency of incoming students. The process begins with determining the language(s) spoken in the home of each student. It must be completed by a parent or guardian for ALL students enrolling in a California public school for the first time in grades TK-12 and is administered as part of the enrollment process. Printed copies must be signed, dated, and placed in the student's cumulative folder.

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Based on the Home Language Survey, our ELD Department will follow the steps below:

IF	THEN
Questions 1-3 = English	• Student = English Only (EO) • Process stops; No ELPAC Testing
Questions 1-3 = Language Other Than English	• Student = To Be Determined (TBD) • Administer Initial ELPAC within 30 Days
Question 4 = Language Other than English Spoken by Adults at Home	• Not used to determine student's English language proficiency, for site use only

See Appendix A for any documents referenced above: Appendix A

PRIMARY LANGUAGE ASSESSMENT / TRANSCRIPT REVIEW

Each student's primary or native language must be properly identified and documented. Schools are directed to determine the language(s) spoken in the home of each student per California *Education Code*, Section 52164.1 (a). Home languages should be valued and utilized as a way for language learners to make meaning and access content. A student's primary language provides an important foundation when developing proficiency in a second language whether it is spoken in the home on a regular basis or not.

If a student is new but has transferred from another California school or district, our school's California Longitudinal Pupil Achievement Data System (CALPADS) team will research the English Language Acquisition Status (ELAS) of the student in the state system as well as request records from the previous district.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT OVERVIEW

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts to administer a state ELP test to eligible students in transitional kindergarten (TK) or kindergarten through grade twelve. ELPAC is aligned with the 2012 California English Language Development (ELD) standards.

The ELPAC consists of two separate assessments:

1. Initial → for the initial identification of students as English learners (EL).
2. Summative → for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

The ELPAC tests four different areas:

The ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student.

Estimated testing times can be found here.

For more information on California's English Language Proficiency Assessment for California (ELPAC), please visit: https://www.elpac.org/resources/parent-resources/

INITIAL IDENTIFICATION ASSESSMENT TOOL AND PROCEDURES

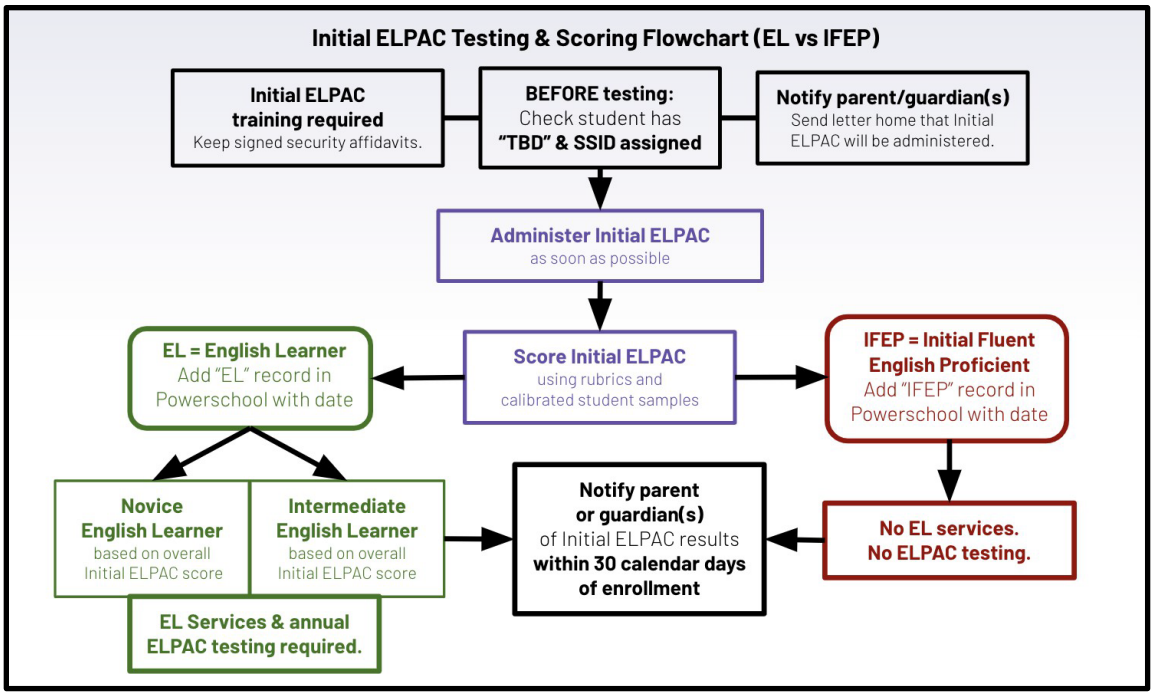
If the answers to questions 1-3 of the Home Language Survey (HLS) indicate the enrolling student speaks a language other than English, the language proficiency assessment process will start. The newly enrolled student will be given the Initial English Language Proficiency Assessments for California (ELPAC) or the Initial Alternate ELPAC within 30 calendar days of enrollment. Per the Individualized Education Program (IEP) Team decision, students with significant cognitive disabilities will be assessed with the Initial Alternate ELPAC.

The Initial ELPAC administration window is open from July 1 through June 30. It must be administered to all eligible "TBD" students within the first 30 days of enrollment. The Initial ELPAC is given to students in grades TK–12 whose primary language is not English. It is administered only once during a student's enrollment in the California public school system.

The Initial ELPAC is administered in six grade spans: K, 1, 2, 3–5, 6–8, and 9–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

The Initial ELPAC has been designed so that students, including many of those with special needs, can successfully participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources (referred to as "Matrix 4") that address visual, auditory, and physical access barriers. However, the ELPAC may still not be appropriate for all students with special needs. Students with significant cognitive disabilities whose native language is other than English may be eligible to take the Alternate Initial ELPAC. The IEP team of the student will determine if this assessment is appropriate using the California Department of Education's Alternate Assessment Decision Confirmation Worksheet.

The Initial ELPAC is locally scored and used to identify which students are initially fluent in English (IFEP) or English learners (EL). EL students qualify for language support & services. Results on the English proficiency assessments will determine a student's course of study. If the student's Initial ELPAC score falls within the Initial Fluent English Proficient (IFEP) level, he/she will be placed in a standard instructional program, without the need for English language development services. If the student's score falls within the Intermediate English Learner OR Novice English Learner levels, he/she will be placed in the appropriate English Language Development (ELD) program or course, as depicted below.



Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner (EL)	Students at this level have somewhat to moderately developed oral & written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner (EL)	Students at this level are beginning to develop oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Once placement is confirmed based on the English language proficiency assessment results, parents must be notified within 30 days of placement and given the opportunity to deny instructional services.

For more information about the Initial ELPAC, please visit https://www.elpac.org/.

- ➔ Sample score reports & other parents resources: https://elpac.startingsmarter.org/
- ➔ See Appendix A for any documents referenced above: Appendix A

PARENT NOTIFICATION AND PROGRAM OPTION RIGHTS

PARENT NOTIFICATION

The school will ensure that all communication to a parent or parents of a student identified for participation in a language instruction educational program for limited English proficient students shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The school must notify parents, in a language they can understand, within 30 school days. Our school is required to provide all parent notifications in both English and Spanish. The ELD Department will help coordinate the emailing of all parent notification letters related to EL programs, services, and assessments.

Here are the different types of parent notification letters that are sent to parents each school year as applicable:

Annual Parent Letters	For all ELs who took ELPAC during the previous school year
ELPAC Assessment Notice	Sent to all *eligible* ELs before taking an Initial or Summative ELPAC test
Initial Parent Letters (EL)	For any "TBD" (To Be Determined) who took Initial ELPAC within 30 day
Initial Parent Letters (IFEP)	For any "TBD" (To Be Determined) who took Initial ELPAC within 30 days

PROGRAM OPTION RIGHTS

We must also inform parents of the language acquisition program options available. From these options, parents may choose the one that best suits their child (California Education Code (EC) Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

We are required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). We offer the following language acquisition program:
Structured English Immersion Program: A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact the ELD Coordinator for your school, listed on the next page to ask about the process.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners and are still required to take the annual language proficiency assessment. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

➔ See Appendix A for any documents referenced above: Appendix A

CONSIDERATIONS FOR DIVERSE LEARNERS

ENGLISH LEARNERS WITH DISABILITIES

"Identifying, assessing, and differentiating instruction for English learners with disabilities require educators first to understand the complex interrelationships of language, culture, home, and school factors that affect learning and behavior and then to consider these factors when making decisions about students' unique characteristics and needs so that they may thrive at school. Leaders and educators will best be prepared to meet student needs by collaboratively developing and implementing a process for educating English learners with disabilities" (CA Guide for Educating English Learners with Disabilities).

ANNUAL EL ASSESSMENT PARTICIPATION

IDEA requires each school to ensure that a free appropriate public education (FAPE) is made available to all eligible children with disabilities residing in the State in mandatory age ranges, beginning at age 3 and possibly lasting to a child's 22nd birthday, depending on State law or practice [Enter state specific ages here] (34 CFR §§300.101-300.102). These entities also must ensure that the IDEA's rights and protections are extended to eligible children and their parents (34 CFR §§300.100 and 300.201). IDEA requires that all students with disabilities be included in all general State assessment programs, including assessments described under section 1111 of the ESEA, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs (section 612(a)(16)(A) of the IDEA, 34 CFR §300.160(a), and section 1111(b) of the ESEA).

Both Titles I and III of the ESEA require schools to annually assess the English proficiency of all ELs in the State enrolled in public schools in grades kindergarten through twelve in the domains of speaking, listening, reading, and writing (sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA). Accordingly, as part of a general State assessment program, all ELs with disabilities must participate in the annual State ELP assessment with or without appropriate accommodations or by taking an alternate assessment, if necessary, consistent with their IEPs.

ELs with disabilities can participate in the annual State EL assessment in the following ways, as determined by their respective IEP Teams:

1. in the regular State ELP assessment without accommodations (in the same way as ELs without disabilities take the assessment);
2. in the regular State ELP assessment using one or more appropriate accommodations as indicated in the student's IEP; or
3. in an alternate assessment aligned to State ELP standards, if the IEP Team determines that the student cannot participate in the regular State ELP assessment, with or without appropriate accommodations.

INDIVIDUALIZED EDUCATION PLANS (IEPs)

It is important that the IEP Team for a student identified as an EL with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals.
A student identified as an EL and has a disability will receive both English Language support services as outlined in the English Learning Plan and special education services as determined by the IEP Team and plan.

ELD DEPARTMENT AND IEP TEAM COMMUNICATION

At the beginning of each learning cycle, the ELD Specialist sends a copy of the English Language Plan (ELP) to the Education Specialist which includes the ELD goals, as well as service minutes and live class times.

The ELD Coordinator collaborates with the Special Education department administration to ensure proper services and support are in place for all English Learners with an IEP or 504 Plan.

- ➔ For more information on considerations for diverse learners, please visit the California Practitioners' Guide for Educating English Learners with Disabilities: https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf
- ➔ See Appendix A for any documents referenced above: Appendix A

COMPONENT 3: PROGRAM OPTIONS

Rationale: A welcoming and affirming educational system provides evidence-based program options for students and their parents, recognizing that varied typologies of students have diverse needs.

CONTENT OVERVIEW

- Description of Programs Being Offered to English Learners
- Expected Progress Through Each Program / Model
- Parent Rights, Options, and Selection Processes

The Program Options component is aligned with the following principles of the California EL Roadmap (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Options	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**IA.** Language and Culture as Assets **IB.** English Learner Profiles **1D.** Family and School Partnerships **1E.** English learners with Disabilities **2E.** Use of Students' Home Languages **2G.** Programmatic Choice **4A.** Alignment and Articulation **4C.** Coherency

DESCRIPTION OF PROGRAMS BEING OFFERED TO ENGLISH LEARNERS

RATIONALE

Our school's instructional framework for supporting English learners is based on the CA EL Roadmap Principles. Our system provides appropriate tier 1 universal classroom instruction, as well as tier 2 additional support, and tier 3 intensive interventions during the regular school day. Our school believes in shared responsibility for the success of English learners across all schools and departments.

To realize the full academic and social potential of our English learners, the following best practices will be implemented:

- **Practice #1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of our English learners; AND
- **Practice #2** - **Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors; AND
- **Practice #3** - **Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade level curriculum; AND
- **Practice #4** - **Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.

We recognize that language learning occurs in a continuum and English learners require differentiated levels of support.

PERFORMANCE LEVEL DESCRIPTORS (PLDs)

The Performance Level Descriptors (PLDs) for the ELPAC are short descriptions of the English skills that children at this performance level *typically* have.

Performance Level Descriptors (PLDs) for the *Initial English Language Proficiency Assessments for California* (ELPAC) and Levels of Support

Initial Fluent English Proficient (IFEP)	Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.They may need **light support** to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "**Bridging"** proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).
Intermediate English Learner	Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas.They may need **substantial-to-moderate** support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire **"Expanding" proficiency level and to the lower range of the "Bridging"** proficiency level as described in the 2012 *ELD Standards*.
Novice English Learner	Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need **substantial-to-moderate** linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the **"Emerging"** proficiency level as described in the 2012 *ELD Standards*.

Performance Level Descriptors (PLDs) for the *Summative English Language Proficiency Assessments for California* (ELPAC) and Levels of Support

	Level 1	Level 2	Level 3	Level 4
ELPAC Performance Level	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
Levels of Support	They need **substantial-to-moderate** linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.	They need **moderate-to-light** linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics	They need **light-to-minimal** linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.	They may need **occasional** linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

Each student brings a unique set of strengths to our schools. "The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities" (CA EL Roadmap, Principle 1-A). These assets must be valued and built upon in culturally responsive ways.

ENGLISH LEARNER TYPOLOGIES

Initial identification processes and ongoing monitoring are important in proper program placement for English Learners. There are six English Learner profiles to help our school to be responsive to different students' characteristics and experiences.

1. Newcomer - A student who is a recent immigrant to the United States and may have had limited, or interrupted, educational experiences in their native countries.
2. English Learners – Students who reported a primary language other than English on the Home Language Survey and received a score on the state-approved English Language Proficiency assessments that indicate they lack clearly defined English language skills in listening, speaking, reading, and writing to succeed in the school's regular instructional programs.
3. English Learners with Disabilities- Students who have been identified as an EL and have a current Individualized Education Program (IEP) that is specifically designed to meet their educational needs. In accordance with their IEPs, these students need special education services, supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.
4. Long Term English Learners (LTEL) - English Learners in grades 6 -12 who have been enrolled in a U.S. school for six years or more, have remained at the same English Language Proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored Not Met or Nearly Met on the English-Language Arts (ELA) standards-based achievement test. (EC 313.1).
5. Reclassified Fluent English Proficient (RFEP) - A student who was initially classified as an English Learner but was redesignated to English fluent once they demonstrate English proficiency and readiness to enter mainstream instructional services.
6. Ever English Learners (Ever-ELs) - The California Department of Education defines EverELs as students currently classified as ELs, as well as RFEP students. The purpose of combining EL and RFEP student subgroups is to better understand the educational paths of ELs overall. (SBE, EL Roadmap P1B 2017)

PROGRAM PLACEMENT

A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs must be completed to determine appropriate placement and services.
Programs of instruction for English Learners shall include formal instruction in English language development to ensure English acquisition occurs as rapidly and effectively as possible, and instruction in academic subjects which is designed to provide English Learners with access to the regular curriculum. In selecting a program(s), the school shall choose programs that are research based and that have been demonstrated to be effective in the education of English Learners.

1. Programs shall be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs shall include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.
2. Instruction shall be delivered by individuals who meet certification requirements and who are trained in the delivery of instruction to ELs.
3. The student’s parent, guardian or Relative Caregiver has a right to refuse placement of their child (ren) in either the EL program and also has the right to withdraw an identified student from

the program. Parents, guardians or Relative Caregivers of eligible students who refuse placement of their student in either program or withdraw students the program shall do so in writing.

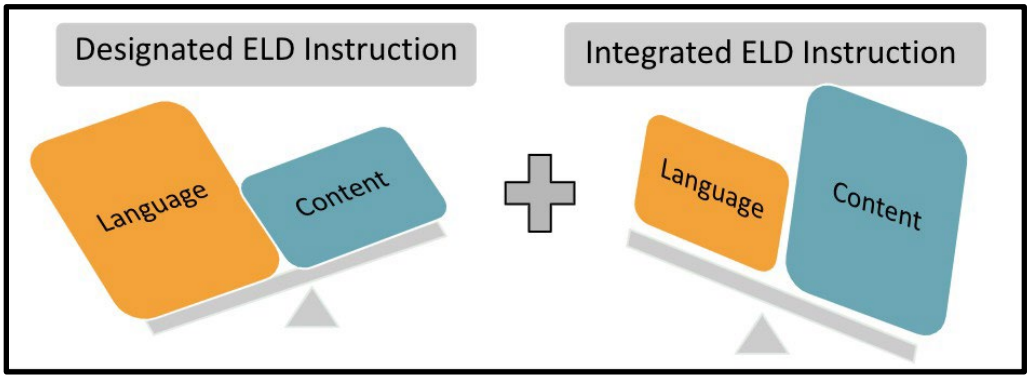
Our school's students identified as English Learners are automatically placed in the Structured English Immersion (SEI) Program.

STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM

A language acquisition program for English learners in which all classroom instruction is provided in English, with a curriculum designed for pupils who are learning English. At minimum, students are offered Designated English Language Development (ELD) and access to grade level academic subject matter content through Integrated ELD in order to reclassify to Fluent English Proficient. All schools are required to provide an SEI program for students. English Language Development (ELD) standards-based Designated and Integrated ELD instruction is a component of Universal Supports for all English learners under the Multi-Tiered System of Supports.

DESIGNATED AND INTEGRATED ELD INSTRUCTION

According to the ELA/ELD Framework, "ELs at all English proficiency levels and at all ages require both integrated ELD *and* specialized attention to their particular language learning needs, or designated ELD." (Ch. 2, p. 97) "Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English…" (CA ELA/ELD Framework, Ch. 2, p. 91)



Designated ELD must be provided by an authorized teacher. Students should be grouped at or near the same language proficiency level based on ELPAC or other proficiency assessments. Lessons must be designed for ELs to develop language proficiency in English as rapidly and effectively as possible. Students are provided Designated English Language Development (dELD), which targets each student's language proficiency level. At the elementary and middle school level, Designated ELD time occurs during weekly, synchronous instruction sessions and explicitly teaches the California English Language Development Standards by a credentialed teacher with a California English Learner

Authorization. At the secondary level, Designated ELD is its own elective credit-earning course which explicitly teaches the California English Language Development standards, taught by a credentialed teacher with a California English Learner Authorization. Essential components of Designated ELD include:

- Purposeful placement of students by English language proficiency level.
- Explicit teaching of how English works in a meaningful context.
- Emphasis on substantial oral language practice to ensure accuracy and fluency.
- Attention to the use of newly taught language throughout the day in academic and social settings.
- Ongoing progress monitoring of English language development.

The ELA/ELD Framework uses the term Integrated ELD to refer to ELD throughout the day and across the disciplines. Teachers must provide language scaffolding & support during content lessons. The goal for Integrated ELD is for students to learn the content and academic language needed to access standards-based lessons.

ELs should engage in activities in which they develop language awareness through listening, reading, analyzing, interpreting, discussing, and creating text. Students must discover that "language is a complex and dynamic resource for making meaning." (CA ELA/ELD Framework, Ch. 2, p. 81)

Integrated ELD is embedded within and across content areas throughout the instructional day. Teachers support students at varying proficiency levels by differentiating instruction.

- ➔ To view the complete California ELA/ELD Framework, please visit: https://www.cde.ca.gov/ci/rl/cf/
- ➔ For more information on Initial ELPAC Proficiency Level Descriptors (PLDs), please visit: https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp
- ➔ For more information on Summative ELPAC Proficiency Level Descriptors (PLDs), please visit: https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

EXPECTED PROGRESS THROUGH PROGRAM MODEL

Programs of instruction for English Learners shall include formal instruction in English language development to ensure English acquisition occurs as rapidly and effectively as possible, and instruction in academic subjects which is designed to provide English Learners with access to the regular curriculum.

To place ELs in specific English Language Development (ELD) courses, the ELD Coordinator uses Initial/Summative ELPAC scores, years of EL status, years of enrollment AND additional information, school benchmark assessment results, and teacher academic recommendations based on student academic performance. EL Placement is purposeful to accelerate language acquisition and support academic achievement.

In keeping with language development research and administration of the English Language Proficiency Assessments of California (ELPAC), our school continues to develop our annual goals for English learners. Students will receive ELD instruction and services based upon their Summative ELPAC Assessment proficiency level and relevant assessment data.

ELs are expected to meet state priorities and progress through the proficiency levels of the ELD standards and Summative ELPAC assessment until each student reaches reclassification requirements.

PARENT RIGHTS, OPTIONS, AND SELECTION PROCESSES

PARENT NOTIFICATION OF ENGLISH LEARNER PROGRAM

"Language acquisition program" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. All language acquisition programs shall be based on sound instructional theory and must lead to grade level proficiency and academic achievement in both English and another language. They must also help students overcome language barriers and provide access to grade level curriculum. Our school shall notify parents of the language acquisition programs available. This annual notice will include a description of the language acquisition programs provided at our school.

PARENT/GUARDIAN RIGHT TO REFUSE ELD INSTRUCTIONAL SERVICES

Although schools have an obligation to serve all English Learner students, parents/guardians of English learners have a right to decline or opt their children out of a school's ELD program or out of particular EL instructional services within an ELD program. If parents/guardians opt their children out of a school's ELD program or specific EL services, the children retain their status as English learners and are required to take the annual Summative ELPAC until they reclassify to fluent English proficiency.

Our school remains obligated to provide the student with meaningful instruction (5 CCR Section 11302*)* until the student is reclassified, inform the parents/guardians when progress is not made, and re-offer the parent programs and services to consider at that time. Opt Out waivers must be completed annually in a meeting initiated by the parent or guardian and facilitated by the ELD Department administrator. For further information, please contact your student's ELD Department Coordinator.

Refusal of English Language Development (ELD) programs and/or services or "opt out of ELD" indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program. A "waiver" indicates a desire by the parent to waive the child from participation in all English Language Development programs. Content teachers will continue to provide strategies within regular instruction that help English language learners learn academic content while developing English language skills.

→ See Appendix A for any documents referenced above: Appendix A

COMPONENT 4: STAFFING

Rationale: Appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of English learners is key to the successful implementation of an EL Master Plan. The process for recruiting, hiring, nurturing, maintaining and monitoring the right personnel who serve the English learner community is part and parcel of a coherent vision for English learners.

CONTENT OVERVIEW

- Options for Staffing EL Programs
- Rationale for Staffing Based on State Requirements

The staffing component of the EL Master Plan is aligned with the following principles of the California EL Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Staffing	▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:**Alignment and Articulation within and Across Systems	**3A.** Leadership **3B.** Adequate Resources **3D.** Capacity Building **4A.** Alignment and Articulation **4C.** Coherency

OPTIONS FOR STAFFING EL PROGRAMS

Our school diligently utilizes the platform of EdJoin to publicly announce and disseminate information regarding our available teaching positions whenever vacancies arise. In our relentless pursuit of exceptional and suitably qualified candidates, we frequently extend our outreach statewide, aiming to attract individuals of exceptional talent and expertise. This practice holds particular significance when it comes to our ELD Specialists, given the critical nature of their role. Furthermore, we recognize the significance of leveraging social media platforms and harnessing the power of staff referrals as an effective means of engaging and acquiring exceptional talent in our recruitment endeavors.

Teachers who work with English learners must possess foundational knowledge and skills in several areas. Some of the key expectations for these educators that are evaluated during the interview process for all applicants include:

1. Understanding of Second Language Acquisition: Teachers must have a deep understanding of how second languages are acquired, including the stages of language development and the factors that affect language learning.
2. Knowledge of Language Structure and Function: Teachers must be able to analyze the structure and function of language, including grammar, syntax, vocabulary, and pragmatics. They should also have a solid understanding of the differences between first and second language acquisition.
3. Cultural Competence: Teachers must be culturally competent and have a strong understanding of the cultures and backgrounds of their students. This includes understanding cultural norms, values, beliefs, and customs, as well as the impact of culture on language learning.
4. Assessment and Evaluation: Teachers must have the skills to assess and evaluate English language proficiency and academic content knowledge for English learners. This includes using appropriate assessments and identifying strategies to support student progress.
5. Instructional Strategies: Teachers must have a repertoire of instructional strategies to support English learners' language development and academic success. This includes providing differentiated instruction, using scaffolding techniques, and incorporating the use of technology and multimedia.
6. Collaborative Skills: Teachers must be able to work collaboratively with other educators, administrators, and families to support English learners. This includes communicating effectively, collaborating on instructional strategies, and identifying appropriate resources and support

services.

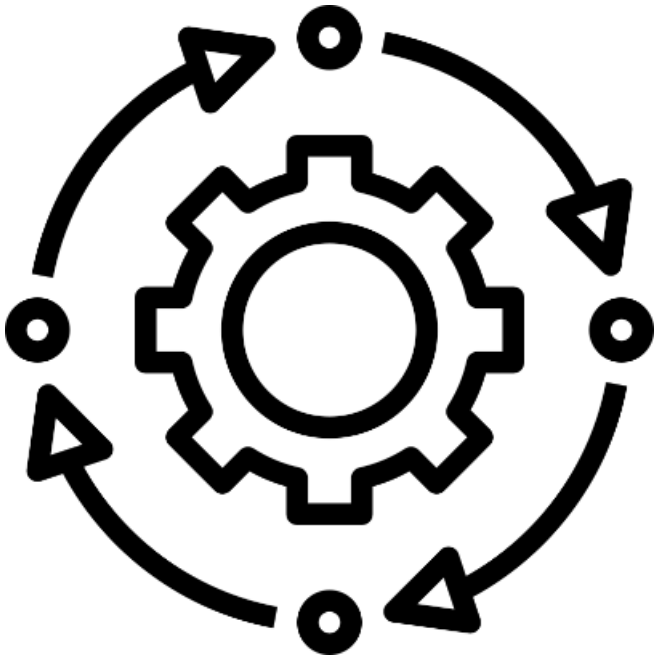
New hires are expected to demonstrate a strong understanding of these foundational knowledge and skills and should also be willing to engage in ongoing professional development to continue to grow and refine their expertise in teaching English learners.

RATIONALE FOR STAFFING BASED ON STATE REQUIREMENTS

Within our school, each teaching staff member entrusted with the instruction of English Learners demonstrates the essential qualifications required for delivering appropriate educational services. Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012–1013). Oversight by the Human Resources department ensures that these staff members possess not only the requisite teaching credential authorized by the California Commission on Teacher Credentialing but also hold an English Learner (EL) authorization, further affirming their proficiency in English language instruction.

Our English Learning Department operates under the supervision of an administrator, whose primary responsibility lies in overseeing the effective implementation of services and the delivery of high-quality instruction tailored to support our English Learners and their families.

➔ For more specific information on California's Educational Code, please visit: https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC



CHAPTER 2:

Equity-Driven Processes, Evidence-Based Programs, and Practices

COMPONENT 5: ACCESS TO CORE CURRICULUM

Rationale: The Local Education Agency's (LEA) vision and mission for equity and excellence in English Learner (EL) education is reflected by system-wide evidence of how ELs experience access, enrollment, and success in all core curricular classes. An appraisal of a LEA's daily class schedules, class assignments, and classroom practices for ELs is an opportunity to reflect on whether an LEA's aspirational vision for ELs matches its actions. This component of an EL Master Plan provides an opportunity for LEAs to affirm their commitment to instructional practices, including Integrated English Language Development, as foundational to the path to equity.

CONTENT OVERVIEW

- Rationale for Access to the Core Curriculum
- Expectations for Rigorous Standards-Based Instruction
- Integrated ELD's Role in Accessing the Core Curriculum
- Role of Primary Language

The access to core curriculum component of the EL Master Plan is aligned with the following principles of the California EL Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Access to Core Curriculum	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**1A.** Language and Culture as Assets **IB.** English Learner Profiles **1E.** English Learners with Disabilities **2A.** Integrated and Designated English Language Development **2B.** Intellectually Rich, Standards-based Curriculum **2C.** High Expectations **2D.** Access to the Full Curriculum **2E.** Use of Students' Home Language **2F.** Rigorous Instructional Materials **4A.** Alignment and Articulation **4C.** Coherency

RATIONALE FOR ACCESS TO THE CORE CURRICULUM

According to the U.S. Department of Education's English Learner Toolkit, "Meaningful access to the core curriculum (e.g. reading/ language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time. Thus, both SEAs and LEAs have the dual obligations to not only provide programs that enable EL students to attain English proficiency, but also to provide support in other curricular areas that will ensure ELs have equal opportunities to participate in the curriculum" (Ch. 4, p. 1).

Academic instruction for ELs must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. In addition, each LEA must ensure that ELs in high school are not denied participation in the standard instructional program, which, at a minimum, means:

(a) Enrollment in the standard instructional program, which, at a minimum, consists of:
   i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
   ii. Courses required to meet state and local high school graduation requirements, and

(b) Enrollment in a full course load of courses that are part of the standard instructional program, and

(c) Enrollment in courses that meet the subject matter requirements for purposes of recognition for college admissions.

Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1006–1011).

Our school provides the following to all English learner students to guarantee their access to the standard instructional program:

- Instruction that focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence
- Instruction that leverages ELs' home language(s), cultural assets, and prior knowledge.
- Standards-aligned instruction for ELs that is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
- Instruction that moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences. For eligible ELs with disabilities, special education and related services, and supplementary aids and services, as specified in their individualized education programs (IEPs), are provided in conjunction with the general education curriculum and any EL services.

- Instruction that fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.

In order to ensure equal access to curricular and extra curricular programs, the following questions from the U.S. Department of Education's English Learner Toolkit are used to guide all ELD Department decisions and actions for our school:

English Language Development (ELD)

1. Does ELD instruction prepare ELs to participate in the academic curriculum in English?
2. Is the ELD instruction tailored to and does it build upon students' levels of ELP?
3. Is there ongoing, systematic assessment of ELs' progress toward English proficiency?

Curricular and Extracurricular Programs

1. Do the EL programs provide access to the same standard grade-level curriculum—or to a comparable curriculum, equally rigorous—as is offered to neverELs, while also providing appropriate language assistance strategies in core instruction?
2. Are ELs integrated into the school's educational programs, extracurricular offerings, additional services, and student body?
3. Do ELs have equal access to all of the school's facilities (e.g., computer labs, science labs, cafeteria, gym, and library)?
4. Are ELs assessed in the core-content areas with appropriate and reliable evaluations and testing methods?
5. Do content assessments indicate that ELs are making academic progress while in the EL program, and that former ELs are performing comparably to that of their never-EL peers? If not, are timely services provided to ELs to accelerate academic progress? Are those services offered within the school day?

➔ For more specific information on California's Educational Code, please visit: LINK

EXPECTATIONS FOR RIGOROUS STANDARDS-BASED INSTRUCTION

The expectation for quality, standards-based, rigorous curriculum and instruction being offered to English Learners (ELs) in all content areas is that it should be:

1. Culturally Responsive: Curriculum and instruction should recognize and value the cultural and linguistic diversity of ELs. Teachers should create a learning environment that respects and validates the students' cultural and linguistic identities.
2. Linguistically Accessible: Curriculum and instruction should be linguistically accessible and comprehensible to ELs, so they can understand the content and participate in the learning process. Teachers should use language strategies, such as scaffolding, graphic organizers, and visuals, to support ELs' language development.
3. Standards-Based: Curriculum and instruction should align with state and national academic standards. Teachers should provide clear learning objectives and assess student progress based on those objectives.
4. Rigorous: Curriculum and instruction should challenge ELs academically and intellectually. Teachers should provide opportunities for ELs to engage in critical thinking, problem-solving, and higher-order thinking skills.
5. Differentiated: Curriculum and instruction should be differentiated to meet the diverse needs of ELs. Teachers should use a variety of instructional strategies and materials to accommodate different learning styles, abilities, and backgrounds.
6. Ongoing: Curriculum and instruction should be ongoing and responsive to ELs' changing needs. Teachers should regularly assess students' progress and adjust instruction accordingly.

In summary, quality, standards-based, rigorous curriculum and instruction for ELs should be culturally responsive, linguistically accessible, standards-based, rigorous, differentiated, and ongoing to ensure that ELs have equitable access to a high-quality education.

INTEGRATED ELD'S ROLE IN ACCESSING THE CORE CURRICULUM

Integrated English Language Development (ELD) is a requirement for English Learners (ELs) to access the core curriculum. It is an instructional approach that integrates language development instruction with the content of the core curriculum.

In an Integrated ELD program, teachers explicitly teach the language skills necessary for ELs to understand and engage with the content being taught in the core curriculum. The language instruction is tailored to the language proficiency level of the ELs, so that they can access and understand the content being taught.

Integrated ELD is not a separate language class; instead, it is embedded within the content instruction of the core curriculum. This means that ELs receive language instruction while also learning the academic content of the subject matter. For example, in a social studies class, the teacher might explicitly teach academic vocabulary and language structures related to the topic being studied, such as "government" or "cause and effect" while teaching about the Constitution or the Civil War.

The goal of Integrated ELD is to provide ELs with the language skills they need to fully participate in the core curriculum and develop the academic language proficiency necessary for academic success. By integrating language instruction with the core curriculum, ELs have access to both language development and academic content at the same time, which can help accelerate their language acquisition and academic pr

Integrated English Language Development (ELD) instructional strategies can vary depending on grade levels, and the English Language Proficiency (ELP) levels of the students. Here are some examples of Integrated ELD instructional strategies for all grade levels:

1. Visuals and Graphic Organizers: Teachers can use visuals and graphic organizers to support understanding and help students make connections between new concepts and prior knowledge. This strategy is particularly useful for students at lower ELP levels.

2. Sentence Frames and Starters: Teachers can provide sentence frames and starters to support student participation and provide language models for students to use. This strategy is helpful for students at lower ELP levels in all grade levels.
3. Think-Pair-Share: Teachers can use think-pair-share activities to promote student discussion and collaboration, allowing students to practice their language skills in a supportive environment. This strategy is helpful for all grade levels and ELP levels.
4. Peer Interaction: Teachers can encourage peer interaction to provide opportunities for students to practice their language skills in a supportive setting. This strategy is helpful for all grade levels and ELP levels.
5. Scaffolding: Teachers can scaffold instruction by breaking down complex concepts and providing students with the necessary language and content support to access the curriculum. This strategy is helpful for all grade levels and ELP levels.
6. Differentiated Instruction: Teachers can differentiate instruction based on students' language and academic needs, using a variety of instructional strategies to support student learning. This strategy is helpful for all grade levels and ELP levels.
7. Content and Language Objectives: Teachers can provide clear content and language objectives for each lesson, ensuring that students know what they are expected to learn and the language skills they will need to accomplish the learning objectives. This strategy is helpful for all grade levels and ELP levels.
8. Academic Vocabulary Instruction: Teachers can provide explicit instruction on academic vocabulary and language structures, ensuring that students have the necessary language skills to access and engage with the curriculum. This strategy is helpful for all grade levels and ELP levels.

Overall, Integrated ELD instructional strategies aim to support ELs in accessing and engaging with the core curriculum, while also developing their language proficiency. By providing explicit language instruction within the context of the core curriculum, teachers can help ELs accelerate their language acquisition and academic progress.

➔ For more information on Integrated ELD, please visit: https://www.cde.ca.gov/sp/el/er/eldstandards.asp
➔ See Appendix B for any documents referenced above: Appendix B

ROLE OF PRIMARY LANGUAGE

California has entered a new era of ELD instruction that embraces linguistic diversity as an asset while providing the support necessary to allow English learners access to an intellectually rich and engaging curriculum (SBE, EL Roadmap 2017). Primary language support for ELs is the use of students' home language to facilitate understanding of core content that is taught in English for ELs in the Newcomer program, and when needed, Structured English Immersion program. Students with low levels of English proficiency can benefit from the use of their home language to support their English Language Development towards fluency.

The following options are available for primary language support.

- Onboarding support for the students and Learning Coaches (LCs) in the family's primary language
- Training in online translation tools and resources
- Training in online school components with translation features
- Use of bilingual support staff for language and literacy support
- Translation and interpretation services for family engagement opportunities

COMPONENT 6: ENGLISH LANGUAGE DEVELOPMENT

Rationale: English learners (EL) expand their linguistic repertoires by building on their primary language to learn English as an additional language. The California English Language Arts/English Language Development Framework (CDE, 2015) defines Designated English Language Development (ELD) as a dedicated time during the regular school day when specialized instruction is provided to English learners based on the English Language Development Standards, students' English language proficiency levels, and their English language learning needs. It includes developing English learners' oral language proficiency, discourse practices, reading, and writing abilities necessary for successful participation in academic tasks in all content areas. Local education agencies (LEAs) need to provide clear guidelines and expectations for Designated ELD to provide ELs opportunities to learn English, its forms and functions, new vocabulary, idiomatic expressions and other nuances that will ensure language mastery and successful pathways to biliteracy and reclassification.

CONTENT OVERVIEW

- Purpose of ELD
- Expectations for ELD Instruction and Instructional Minutes
- Expected ELD Progress and Monitoring
- Structures and Systems to Intervene Based on Student Progress

The ELD component of the EL Master Plan is aligned with the following principles of the California EL Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
English Language Development	▪ **Principle 1:** Assets-Oriented **and Needs-Responsive Schools** ▪ **Principle 2:** Intellectual Quality of Instruction and Meaningful Access ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**IB.** English Learner Profiles **1E.** English learners with Disabilities **2A.** Integrated and Designated English Language Development **4A.** Alignment and Articulation **4C.** Coherency

PURPOSE OF ELD

English Learners have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs at our school are provided support for academic language development in core content courses (Integrated ELD) and specialized support (Designated ELD) for English language development. Integrated ELD is provided throughout the day. Designated ELD is provided during a protected time. Both ensure that ELs' linguistic and academic needs are fully met.

The following graphic from the English language Arts/English Language Development Framework for California Public Schools encompasses the purposes and circles of implementation for our school's English Language Development Program:

The outer ring identifies the overarching goals of ELA/literacy and ELD instruction: By the time California's students complete high school, they have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.

The white field represents the context in which instruction occurs. The context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students.

Circling the standards are the key themes of the standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes highlight the interconnections among the strands of CA CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards ("Interacting in Meaningful Ways," "Learning About How English Works," and "Using Foundational Skills").

In the center of the graphic are the CA CCSS for ELA/Literacy and the CA ELD Standards, which define year-end expectations for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards also identify proficiency level expectations (Emerging, Expanding, and Bridging) and ensure that EL students have full access to the CA CCSS for ELA/Literacy and other content standards. These standards are the pathway to achievement of the overarching goals. The California English Language Development (ELD) standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content. These standards were adopted by the State Board of Education in November 2012.

Our school is committed to providing rigorous, standards-based instruction and meaningful access for students as described in Principle #2 of the California EL Roadmap: "English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages."

- ➔ To view the complete California ELA/ELD Framework, please visit: https://www.cde.ca.gov/ci/rl/cf/
- ➔ For more information on the California English Learner Roadmap, please visit: https://www.cde.ca.gov/sp/el/rm/
- ➔ To view the California ELD Standards, please visit: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
- ➔ To view California's Common Core State Standards (CCSS), please visit: https://www.cde.ca.gov/be/st/ss/

EXPECTATIONS FOR ELD INSTRUCTION AND INSTRUCTIONAL MINUTES

English Language Development must be a planned, specific, explicit and a designated component of the total education of English Learners. It is **mandatory** that each EL receive a both **Designated ELD and Integrated ELD instruction in all content courses** throughout the day until s/he meets the criteria to be Reclassified to Fluent English Proficient.

Integrated ELD is instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards.

Designated ELD is instruction provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. The Tier 1 Designated ELD curriculum that is aligned with the California English Language Development Standards used by our school is *Summit K12*. *Launch to Literacy* (published by *DataWorks* Educational Research) is the curricular resource used for Tier 2/3 ELD intervention services.

Designated ELD Service Plan for ELs in the Structured English Immersion (SEI) program:

Grade Level	Synchronous Instructional Minutes	Tier 1 ELD Curriculum Aligned to CA ELD Standards	Tier 2 / Tier 3 ELD
English Learners	90 minutes *minimum* per week	Summit K12	Launch to Literacy
Long-Term English Learners	90 minutes *minimum* per week	Summit K12 Integration of LTEL Toolkit with LTEL Essential Component focus	Launch to Literacy
Newcomers	90 minutes *minimum* per week	Summit K12	Launch to Literacy

All English learners shall be placed in a Structured English Immersion (SEI) program and receive services and support until they reach reclassification criteria.

English Learning Plans:

Instruction of EL students should be specifically geared towards individual students and address their individual needs. Students with limited English abilities that demonstrate English Language proficiency of 1, 2, 3 or 4 on their annual assessment in one or more of the four domains (listening, speaking, reading, and writing) must receive intensive research/evidence-based instruction in addition to the common academic content. English Learning Plans are utilized to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

English Learning Plans (ELP) Components:

- The ELP is created annually by the student's assigned ELD Specialist.
- All English Learner students enrolled in a Designated ELD class must have an ELP.
- The ELP should be shared with the student to ensure the student understands and agrees upon the goals set forth for the current school year.
- Teachers and staff with educational contact must have access to a copy of the ELP upon student enrollment and are required to implement the ELP within their classroom daily.
- Parents/Guardians must receive a copy of the ELP indicating supports and services the student will be receiving.
- ELPs will be recorded and maintained in each student's personal cumulative file.

➔ For more information on Designated and Integrated ELD, please visit: https://www.cde.ca.gov/sp/el/er/eldstandards.asp

➔ See Appendix B for any documents referenced above: Appendix B

EXPECTED ELD PROGRESS AND MONITORING

ELD DEPARTMENT PROGRESS MONITORING

Our school's ELD Department teams focus on the language and academic achievement of English Learners during meetings that focus on monitoring students' progress. The teams use data for decision-making, problem solving, identifying student instructional needs, interventions and to monitor student progress. The ELD team provides oversight and guidance in the following areas:

- Monitoring and review of ELs language and academic development
- Reviewing EL instructional program placement, progress, and intervention
- Monitoring progress of RFEP students

In addition to the ELP (English Language Plan), teachers and staff with educational contact, as well as the student and parent/guardian, will be provided with an ELP Progress Report twice a school year. This will document the students' Designated ELD class attendance and assess progress toward annual language proficiency goals. This will allow ELD Specialists as well as General and Special Education teachers to adjust curriculum and interventions to target student learning and ensure student academic growth.

A culture of continuous collaboration is fostered throughout the academic year between the English Learning (EL) department and our general education (GE) staff members. This collaborative relationship enables alignment of instruction with English Language Development (ELD) standards and the seamless integration of effective instructional strategies. These collaborative efforts occur within the structure of our Professional Learning Communities and are further reinforced by individual check-ins with staff members throughout the year, ensuring a commitment to instructional excellence.

➔ See Appendix B for any documents referenced above: Appendix B

STRUCTURES AND SYSTEMS TO INTERVENE BASED ON STUDENT PROGRESS

Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; Castañeda v. Pickard, 648 F.2d 989 (5th Cir. 1981).

The Tier 1 Designated ELD curriculum for the school is *Summit K12* which is research-based and aligned with the California ELD Standards.

EL students are offered Tier 2 intervention, when necessary, coordinated by the ELD team, general education teacher(s), Education Specialist(s), and administrative team. The Tier 2 interventions for our school include:

- Additional Designated ELD sessions weekly, small group or one-on-one with an ELD Specialist
- Tutoring services through Tutor.com
- Summer school courses
- ELA and Math Intervention courses

For EL students who are failing 4 or more courses at the end of each trimester, Tier 3 interventions for our school include:

- EL students are placed with a Bilingual Engagement Coach and participate in small group sessions focusing on completing missing classwork and assignments.
- Back on Track Plans (BTOP) are customized weekly for students, outlining the assignments they should prioritize.

NEWCOMER STUDENTS

According to the U.S. Department of Education Newcomer Toolkit, the term newcomer "refers to any foreign-born students and their families who have recently arrived in the United States. Throughout our country's history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them." The term newcomer is an umbrella term that includes various categories of immigrants who are born outside of the U.S., including:

Term	Definition
Asylees	Asylees are individuals who, on their own, travel to the United States and subsequently apply for or receive a grant of asylum. Asylees do not enter the United States as refugees. They may enter as students, tourists, or businessmen, or with "undocumented" status (U.S. Department of Health and Human Services, n.d.a).
English Learner (EL)	An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (*ESEA*, as amended by *ESSA*, Section 8101[20]).
Foreign born	People who are not U.S. citizens at birth (U.S. Census Bureau, n.d.).
Immigrant children and youth (*Title III*)	Immigrant children and youth are those who (A) are aged 3 through 21; (B) were not born in any state; and (C) have not been attending one or more schools in any one or more states for more than for more than 3 full academic years (*ESEA*, as amended by the *No Child Left Behind Act of 2001* (*NCLB*), Section 3301[6])).
New American	An all-encompassing term that includes foreign-born individuals (and their children and families) who seek to become fully integrated into their new community in the United States (White House Task Force on New Americans, 2015).
Refugee	A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group (U.S. Citizenship and Immigration Services, 2015).
Student with interrupted formal education (SIFE)	Students in grades four through 12 who have experienced disruptions in their educations in their native countries and/or the United States, and/or are unfamiliar with the culture of schooling (Calderón, 2008).
Unaccompanied youth	Children who come into the United States from other countries without an adult guardian (U.S. Department of Health and Human Services, n.d.b).

Any English learner who scores at the Novice Level / Level 1 on the Initial or Summative English Language Proficiency Assessment for California (ELPAC) and has lived in the United States for less than three full school years is placed in our school's Newcomer Program. This program offers high-quality language instruction tailored for emerging learners, utilizing the Summit K12 for synchronous and asynchronous lessons.

Additionally, newcomers who have been in the U.S. for less than one full school year receive an extra one-on-one designated English Language Development (ELD) session each week. The Newcomer Program is crucial in helping our newcomer students and their families adapt to and engage with

American society. An ELD Specialist is assigned to support our Newcomer students by providing academic and social-emotional instruction, implementing appropriate interventions, and offering necessary wraparound support services for both the students and their families.

LONG-TERM AND AT-RISK LONG-TERM ENGLISH LEARNERS

Long-Term English Learner (LTEL)	An English Learner (EL) student who meets the following criteria: In grades 6 to 12, has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive prior years or has regressed and has yet to reclassify.
English Learner "At-Risk" of Becoming a Long-Term English Learner (AR-LTELs)	An English Learner (EL) student who meets the following criteria is enrolled in grades 3 to 12 and has been enrolled in a U.S. school for four or five years and has been at the same English language proficiency level for two or more consecutive prior years or has regressed.

Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners (At-Risk LTELs) receive specialized Designated English Language Development (ELD) courses. These courses are designed to focus on the California English Language Development (CA ELD) Standards and include research-based essential components specifically for LTELs. ELD Specialists utilize the CA ELD Standards along with Summit K12 and the Insight LTEL Toolkit, which provides a structured approach to teaching these essential components.

- ➔ For more information on Newcomers, please reference the U.S. Department of Education's Newcomer Toolkit: https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf
- ➔ For more information on California's Educational Code, please visit: https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC
- ➔ See Appendix B for any documents referenced above: Appendix B

COMPONENT 7: PROFESSIONAL LEARNING

Rationale: Professional learning is essential for educators, not only for the reasons other professionals engage in building capabilities, but also because the students and families we serve have needs that are not only diverse but constantly changing based on their context. Among other researchers, Linda Darling Hammond emphasizes the potential of high-quality professional development to improve student outcomes. An EL Master Plan is an advocacy document intending to bring forth practices that will lead to equity for English learners. Professional learning is key in ensuring that educators and leaders are equipped to improve student outcomes.

CONTENT OVERVIEW

- Rationale for Professional Development to Build and Sustain the Capacity of English Learners
- Foundational Knowledge Expectations for Teachers of ELs
- Clarity Around Responsibilities for Coherent and Aligned Professional Development
- Connectedness Between Professional Development for EL Educators and the LEA Educational Plans

The professional learning component of the EL Master Plan is aligned with the following principles of the California EL Roadmap (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Professional Learning	▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**3A.** Leadership **3D.** Capacity Building **4A.** Alignment and Articulation **4C.** Coherency

PROFESSIONAL DEVELOPMENT TO BUILD AND SUSTAIN THE CAPACITY OF ENGLISH LEARNERS

Our school strives to meet the needs of all English learners and to guide students in realizing their full academic potential in addition to being valued members of our society. Data-driven instructional decisions to improve teaching and learning is a strong component of our academic and language programs. The overarching English Learner Roadmap principles guiding this chapter are:

✓ Guiding Principle 1	Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners.
Assets-Oriented and Needs-Responsive Schools	

✓ Guiding Principle 2	English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
Intellectual Quality of Instruction and Meaningful Access	

✓ Guiding Principle 3	Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.
Systems Conditions that Support Effectiveness	

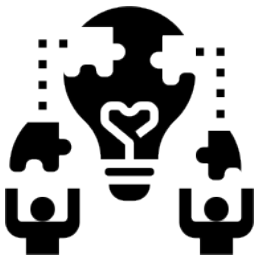
PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Our school fosters the ongoing professional growth of its classified and certificated staff members through various avenues. With a specific focus on enhancing instructional practices to strengthen competence in supporting English Learners, optional and required workshops are regularly conducted, enabling educators to engage in targeted professional development that equips them with effective strategies tailored for the diverse needs of the English Learners that they serve. These workshops are thoughtfully offered throughout the academic year to ensure a sustained and comprehensive learning experience. In addition, all staff members are provided with the opportunity to pursue professional development in their preferred areas, with reimbursement for associated costs. The chosen professional development could include fostering growth in English language development and implementing instructional methodologies that cater to the unique requirements of English Learners.

Our school will provide professional development to improve instruction for English learners and all students.

Effective professional development & coaching should meet the following criteria:

- Enhances the ability of staff to understand & implement Integrated & Designated ELD instruction.
- Improves assessment practices that measure language development and academic achievement.
- Models effective instructional strategies that increase engagement & remove instructional barriers for English learners.
- Substantially increases the subject matter knowledge, pedagogy, and skills of teachers.
- Be of sufficient intensity & duration to have a positive and lasting impact on teacher and student performance in the classroom.



All ELD professional development is aligned with state content standards and supported by sound instructional theory outlined in the following state guidance documents:

- 2012 English Language Development (ELD) standards
- 2014 ELA/ELD Framework
- 2017 California EL Roadmap
- 2019 California Practioners' Guide for Educating English Learners with Disabilities

Administrators, teachers, coaches, support staff, and other EL educational partners will be provided with on-going professional learning opportunities to build capacity. Specific topics may vary year by year based on the school's needs and annual program evaluation. Annual topics will include: all staff training on supporting ELL students in a virtual setting, supporting English learners with disabilities, ELPAC administration, process for providing translated materials or interpreters and identification of ELD students.

2024-2025	*Professional Development Topic*	*Staff in Attendance*
	ELD Program Overview	**All Staff**
	ELD Curriculum Training	**ELD Staff**
	ELD Goal Development and Instructional Alignment	**ELD Staff**
	***Moodle* Initial ELPAC Training**	**Staff as Assigned**
	ELD Program Services and Exit Criteria	**All Staff**
	ELD Progress Monitoring and Documentation	**ELD Staff**
	***Moodle* Summative ELPAC Training**	**Staff as Assigned**
	Implementing the LTEL Toolkit	**Content Teams**
	Newcomer Network Meeting (SDCOE)	**All Staff Invited**

COHERENT AND ALIGNED PROFESSIONAL DEVELOPMENT

To guide our professional development, our school uses the CA EL Roadmap's vision along with our district mission statement. Our school believes that focusing professional development on holding high expectations and providing EL and multilingual students with the tools to utilize language as a resource for making meaning creates opportunities for ELs ongoing success.

CA EL Roadmap Vision:

- English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

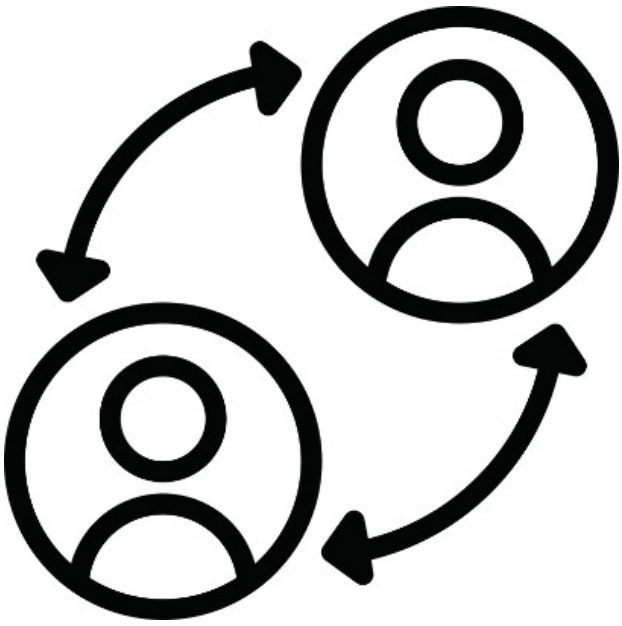
LEA Mission: Insight Schools of California are dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our schools provide students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight Schools of California at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at-risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

ELD Mission: Our mission is to empower English Learners by providing them with equitable, rigorous, and engaging research-based instruction in a supportive culture of learning that will prepare them to be college and career-ready.

To realize the full academic and social potential of our English learners our school will engage in the following best practices which are based on the CA EL Roadmap Principles:

- **Practice # 1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of English learners; AND
- **Practice # 2 - Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors; AND
- **Practice # 3 - Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade level curriculum; AND
- **Practice # 4 - Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.

For more information about our school and ELD Department, please visit:
➔ Our School Website: https://insightca.k12.com/



CHAPTER 3:

Family-Community Engagement

COMPONENT 8: FAMILY-SCHOOL PARTNERSHIPS

Rationale: The original Elementary and Secondary Act (ESEA 1964) emphasized the essential role families play in the educational success of their children. Since then, substantial research continues to provide evidence that "effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels." Hattie's meta-analysis study on student learning identified parental engagement as a strategy that can contribute to more than one year's growth in student learning. Implementing a dual capacity building framework can also support parent leadership development. Engaged EL families and the communities they represent are a local education agency's (LEA) partner in ensuring equity for their children.

CONTENT OVERVIEW

- Role of Families in the Education of ELs
- Expectations and Systems for EL Students and Families to Engage in LEA Activities/ Education
- Primary Language Communication / Translation
- Role of Advisory Committees

The family-school partnerships component of the EL Master Plan is aligned with the following principles of the California EL Roadmap (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Family – School Partnerships	▪ **Principle 1:** Assets-Oriented and Needs-Responsive Schools ▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**1D.** Family and School Partnerships **3A.** Leadership **4A.** Alignment and Articulation **4C.** Coherency

ROLE OF FAMILIES IN THE EDUCATION OF ELS

At our school, we recognize and value the crucial role that families play in the education and success of their English learners. We are committed to fostering a strong partnership between families and our institution to ensure the optimal development and support of our students. Our dedication to the role of families as partners and assets in the education of English learners is reflected in the following key initiatives and practices:

Collaborative Communication: We believe in open and frequent communication between educators and families. We establish multiple channels of communication, such as regular parent-teacher meetings, email updates, phone calls, and digital platforms, to keep families informed about their child's progress, classroom activities, and upcoming events. We actively encourage families to reach out to us with any questions or concerns they may have.

Welcoming Environment: We strive to create a welcoming and inclusive environment where families from diverse linguistic and cultural backgrounds feel respected, valued, and involved. We provide translated materials, interpreters, and bilingual staff to facilitate communication with families who may have limited English proficiency.

Family Engagement Programs: We offer a range of family engagement programs specifically tailored to support English learners. These programs provide parents with resources, strategies, and meetings to enhance their understanding of the educational system, language acquisition, and ways to support their child's learning at home. We also involve families in decision-making processes, such as developing school policies and curriculum, through parent advisory committees and regular feedback sessions.

Parent Empowerment: We empower parents to be advocates for their children's education and success. We provide resources and support to help parents navigate educational systems, access community services, and understand their rights.

By fostering strong partnerships with families, we believe that we can maximize the potential of our English learners. We recognize that families are not only important educational partners but also valuable assets, as they possess unique insights, cultural knowledge, and a deep understanding of their children. Together, we can create an inclusive and enriching educational experience that enables all English learners to thrive academically, linguistically, and socially.

EXPECTATIONS AND SYSTEMS FOR EL STUDENTS AND FAMILIES TO ENGAGE IN LEA ACTIVITIES/EDUCATION

Parents and families are an essential part of the educational partnership that includes students, staff, and community members. We strive to build strong family, community, and school partnerships.

It is important that parents of English learners stay informed of all school activities, procedures, and policies that directly impact their children. It is the responsibility of the school to educate and help parents clearly understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

PARENT AND FAMILY ENGAGEMENT POLICY

Insight recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The Every Student Succeeds Act (ESSA), requires that local educational agencies and schools conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members.

SCHOOL INFORMATION AND UPDATES

There are many ways for families to connect with our school and to receive important news and updates.

- Parent Square: Our primary means of communicating information to our school community is through the Parent Square platform. Legal Guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at https://www.parentsquare.com/.
- LC App: Learning Coaches and legal guardians can receive updates on student enrollment, class progress, and grades by using the K12 App. App information at https://www.k12.com/app.html.
- Social Media: Community members can receive some school updates and information by visiting the Insight Schools of California Facebook page or @insightschoolsofcalifornia Instagram.
- Parent Organization: At Insight, we recognize the importance of a strong partnership with our families. Our goal is to strengthen student support by increasing participation and collaboration between parents and school staff. As a Parent and/or Learning Coach, you can become more involved in your child's education by joining the following:
  - Learning Coach University
  - Local Control Accountability Plan (LCAP) Meetings
  - Becoming a member of the Parent Advisory Committee (PAC)

There are English Learner family and community engagement opportunities available:

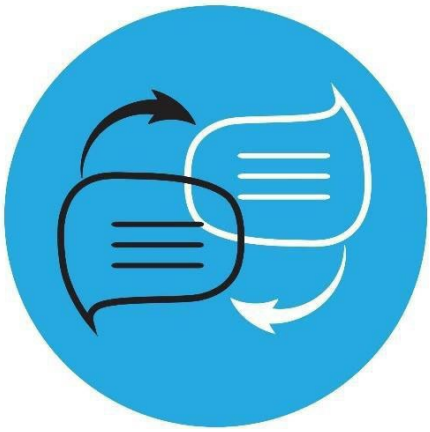
- English Learner Advisory Committee (ELAC) / District English Learner Advisory Committee (DELAC): A school/district-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.
- English Learner Family Education Meeting: This meeting is held annually to inform parents of English learners about the academic and language acquisition process in our school.

➔ See Appendix C for any documents referenced above: APPENDIX C

PRIMARY LANGUAGE COMMUNICATION / TRANSLATION

According to the U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division, LEAs must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter.

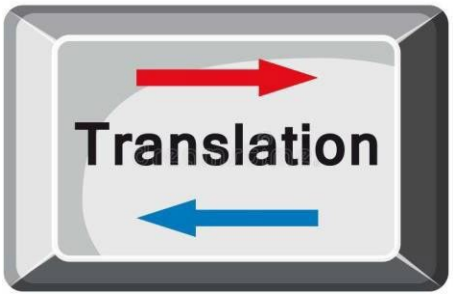
- Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained in the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language but may not be competent to interpret in and out of that language, or to translate documents.



Our school serves a diverse population of multilingual learners. Our schools review demographic data often to ensure families are receiving communication in their primary language.

California Education Code 48985(a) states that:

"If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language."



Translation Services

Our school has contracted with an over the phone interpreting service, Certified Languages International (CLI). The service provides interpreters in over 200 languages. This service allows teachers and other staff to communicate with LEP parents.

The Director of Categorical Programs collaborates annually with the department directors as necessary to identify vital written documents that need to be translated into the language of each frequently encountered LEP parent group eligible to be served and/or likely to be affected by the school's program or activities, as well as other languages as necessary.

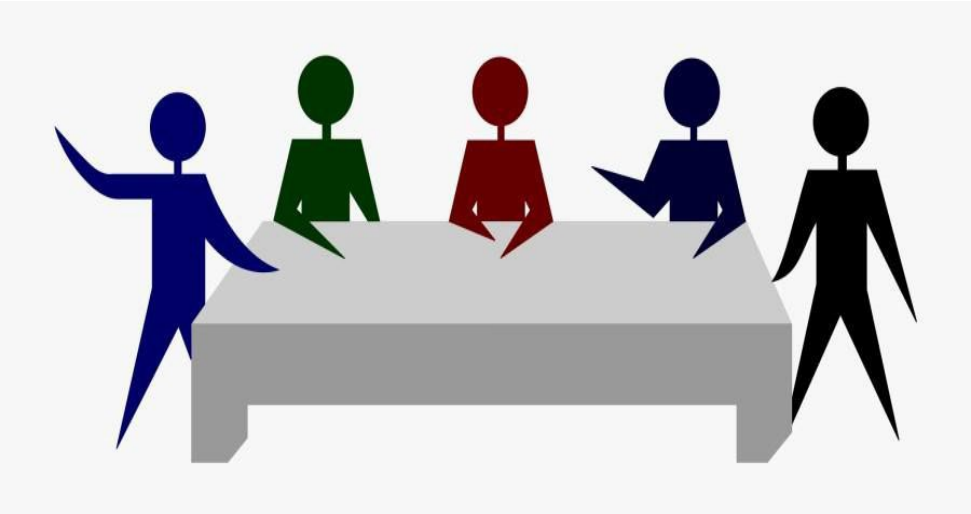
Notification of Language Assistance Services

Schools must notify LEP parents and all school staff of the availability of free language assistance services with respect to information about school programs and activities (e.g., online/digital and "in person" or telephone-based orientation sessions, parent-teacher conferences, meetings with school staff, special education or other meetings about disability, learning coach activities, etc.). The notification(s) should include information about how to access the services and will identify a school contact person who can assist LEP parents in accessing interpreter services or translated documents. The notification of Language Assistance Services will be published in/on:

- ✓ the school's website;
- ✓ the student and parent handbooks;
- ✓ all school newsletters or other general communications;
- ✓ general contact information in advertisements or other contacts relating to enrollment/admissions.

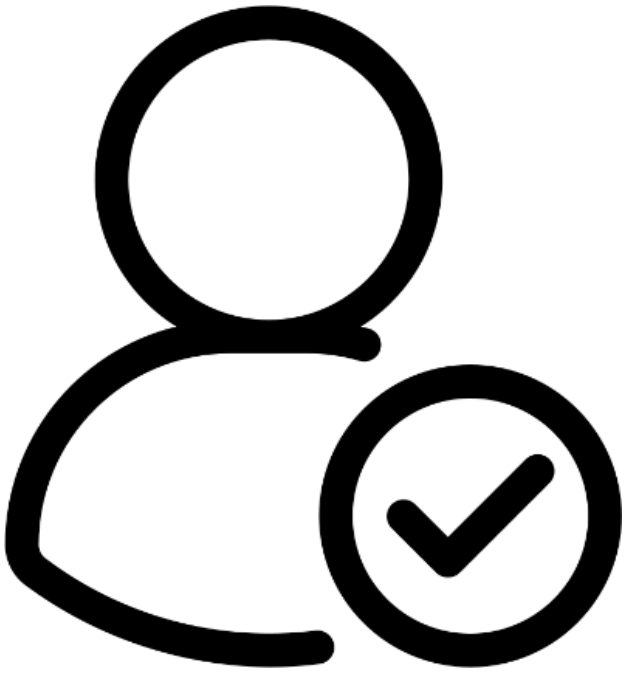
ROLE OF ADVISORY COMMITTEES

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services. A school site with 21 or more English learners (ELs) must have a functioning ELAC. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance. The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan for consideration for inclusion in the Local Control Accountability Plan (LCAP).



A District English Learner Advisory Committee (DELAC) is a district-level English Learner Advisory Committee. Since our charter school is a single school district, therefore the ELAC and DELAC are combined when there are 51 or more ELs in the school. In addition to the ELAC responsibilities above, the DLAC shall be responsibility for the following; the development of a master plan for education programs and services for English learners, the establishment of program, goals, and objectives for programs and services for EL, the development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements, and review and comment on the reclassification procedures and on the written notifications required to be sent to parents and guardians. The DELAC should share all gathered information to the school board.

Our school's ELAC/DELAC meets four times a year on Zoom. A public notice and agenda for each meeting are posted on our school website, our school's communication, and social media platforms, and emailed directly to each parent/guardian of an English learner in advance of the meeting. Robert's Rules of Order are followed during all ELAC/DELAC meetings, and meeting recordings and official minutes are posted at the end of each meeting.



CHAPTER 4:

Accountability

COMPONENT 9: ASSESSMENT AND STUDENT MONITORING

Rationale: A comprehensive assessment program includes both formative and summative language and content area assessments, as well as a system for educators to monitor individual student progress. Summative English language proficiency and content standards assessments give us a snapshot of how students are performing in relation to the English language development (ELD) and grade-level standards, once a year. Language assessments give us significant data that allows us to evaluate student progress in the development of a second language, given the expectation of a minimum of one level of growth per year.

Content standards summative assessments provide data to compare subgroups, thus analyzing whether gaps among student groups are widening, decreasing or maintaining. However, these summative assessments do not provide the type of information that formative assessments can offer, namely the opportunity to plan, act and intervene in a timely manner to improve student learning. The EL Master Plan is a guiding document that clarifies and systematizes the way EL student learning is monitored and addressed.

CONTENT OVERVIEW

- Comprehensive Assessment Program
- Reclassification Criteria and Processes

The assessment and student monitoring chapter of the EL Master Plan is aligned with the following principles of the California EL Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Assessment and Student Monitoring	▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**3A.** Leadership **3C.** Assessments **4A.** Alignment and Articulation **4C.** Coherency

ANNUAL SUMMATIVE ASSESSMENT PROGRAM

This section provides information about state and school assessments used to assess English Learner's academic and linguistic progress.

Academic Assessments Used to Assess Students' Basic Skills Proficiency:

The California Assessment of Student Performance and Progress (CAASPP) is designed to assess English Language Arts (ELA) and Mathematics performance in grade 11, using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. However, English Learners who have been in the United States for less than 12 months are exempt from taking the ELA portion of the CAASPP assessment. The California Alternate Assessments (CAAs) for English Language Arts and Mathematics are available in grade 11, to students with disabilities when it is indicated in the student's IEP.

The school-adopted summative assessments are administered throughout the year to monitor students' academic progress in reading and mathematics using Star 360 Assessments. Core Curriculum assessments are taken in English-by-English Learners in Structured English Immersion (SEI).

Special Circumstance:

Students in grades 11 will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. A student may be exempted from taking the ELA portion of the Smarter Balanced assessment if the student has been designated as an English learner and is within their first 12 months of enrollment in a U.S. school as of April 15 of the previous year.

California's English Language Proficiency Assessments:

Our school is required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English Language Proficiency for all students who have been previously identified as English Learners. The current English Language Proficiency state-approved assessment is the English Language- Proficiency Assessments of California (ELPAC) and is aligned to the CA 2012 ELD standards. The ELPAC assesses students' language development in listening, speaking, reading, and writing. These assessments monitor English language proficiency for students participating in English Language Development programs to ensure each student is on target to meet state proficiency- growth expectations. The Alternate English Language Proficiency Assessments for California (ELPAC) is designed for students with the most significant cognitive disabilities who are English learners, this test is administered to students with disabilities when it is indicated in the student's IEP.

➔ For more information on the California Assessment of Student Performance and Progress (CAASPP), please visit: https://www.caaspp.org/administration/about/smarter-balanced/ OR https://www.cde.ca.gov/ta/tg/ca/

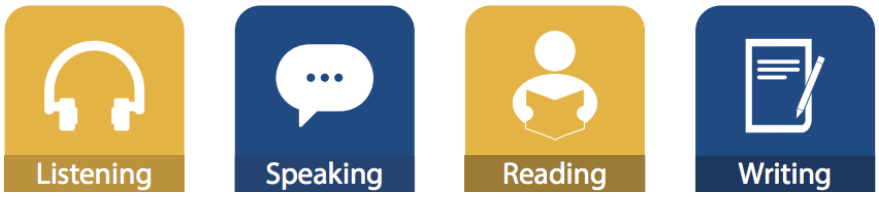
SUMMATIVE ELPAC:
ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

Our school must annually assess the English language proficiency (ELP) and academic progress of each identified English learner using assessments such as the Summative ELPAC.

The Summative ELPAC administration window is open from February 1 through May 31. It must be administered to all English learners during this window.

The Summative Assessment is given only to students in grades 9–12 who have been identified as English learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient (RFEP).

The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the support that they need to do well in school. The Summative ELPAC measures how well English learners are progressing with language development in each of the four domains:



The Summative ELPAC task types are aligned with the 2012 California English Language Development (ELD) standards.

When administering any Summative ELPAC assessment to a student with a disability, the district shall provide designated supports or accommodations, in accordance with the student's individualized education program (IEP) or Section 504 plan. If the IEP or 504 plan specifies that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, or writing), the student must be assessed in the remaining domains in which it is possible to assess the student.

The Summative ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times can be found here.

While California's English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels as listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels:

Level 1	English learners at this level have **minimally developed** oral (listening & speaking) and written (reading & writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need *substantial-to-moderate* linguistic support to communicate in familiar social and academic contexts. They need substantial linguistic support to communicate on less familiar tasks and topics. This test's performance level corresponds to the "Emerging" proficiency level, as described in the 2012 ELD Standards.
Level 2	English learners at this level have **somewhat developed** oral (listening & speaking) and written (reading & writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need *moderate-to-light* linguistic support to engage in familiar social and academic contexts. They need *substantial-to-moderate* support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.
Level 3	English learners at this level have **moderately developed** oral (listening & speaking) and written (reading & writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need *light to minimal* linguistic support to engage in familiar social and academic contexts; They need *moderate* support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the "Bridging" proficiency level through the upper range of the "Expanding" proficiency level, as described in the 2012 ELD Standards.
Level 4	English learners at this level have **well developed** oral (listening & speaking) and written (reading & writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need *occasional linguistic* support to engage in familiar social and academic contexts; they may need *light* support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level, as described in the 2012 ELD Standards.

For more information about the Summative ELPAC, please visit https://www.elpac.org/.
➔ Sample score reports & other parent resources: https://elpac.startingsmarter.org/

ALTERNATE ELPAC

The Summative ELPAC has been designed so that students, including many of those with special needs, can successfully participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources (referred to as "Matrix 4") that address visual, auditory, and physical access barriers. However, the Summative ELPAC may still not be appropriate for all students with special needs. Students with significant cognitive disabilities whose native language is other than English may be eligible to take the Alternate Initial ELPAC.

The Summative Alternate ELPAC will provide information on student annual progress toward proficiency and support decisions for students to be reclassified fluent English proficient (RFEP).

The Alternate ELPAC is aligned to the ELD Connectors found in the blueprints. The ELD Connectors provide an aligned expectation of student English language proficiency that has been reduced in depth, breadth, and complexity to be appropriate for students with the most significant cognitive disabilities.

Alternate ELPAC General Performance Level Descriptors:

Fluent English Proficient	Students at this level have *sufficient* English language proficiency. They may need *occasional* linguistic support to enable them to access adapted grade-level content in English.
Intermediate English Learner	Students at this level have *moderate* English language proficiency. They may need *frequent* linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	Students at this level have *minimal* English language proficiency. They need *substantial* linguistic support to enable them to access adapted grade-level content in English.

Special Circumstance:

EL students newly enrolled in a California school who have a language other than English on the Home Language Survey (HLS) during February 1 to May 31 may need to take BOTH the Initial ELPAC and the Summative ELPAC. If newly enrolled students are designated as English learners after taking the Initial ELPAC, they are required to take the Summative ELPAC as well. After May 31 until June 30, EL students newly enrolled in California school who have a language other than English on the Home Language Survey (HLS) will take ONLY the Initial ELPAC.

Student Assessment Results:

Student assessment results are available in electronic form and can be located on the student's dashboard in the Parent Portal. The student data is used for several purposes including instructional planning and monitoring student progress towards reclassification. Teachers use core curriculum assessments to review student progress for planning differentiated instruction and providing linguistic accommodations. ELPAC data and curriculum assessment results are used for student placement in ELD courses. Teachers use formative assessments in ELD to identify areas of progress and instructional accommodations to meet individual student needs. CAASPP and Star 360 scores in ELA, reading and mathematics are used to identify students in need of interventions.

→ For more more information and updates or access to the blueprints, please visit the Alternate ELPAC website: https://www.elpac.org/test-administration/alternate/

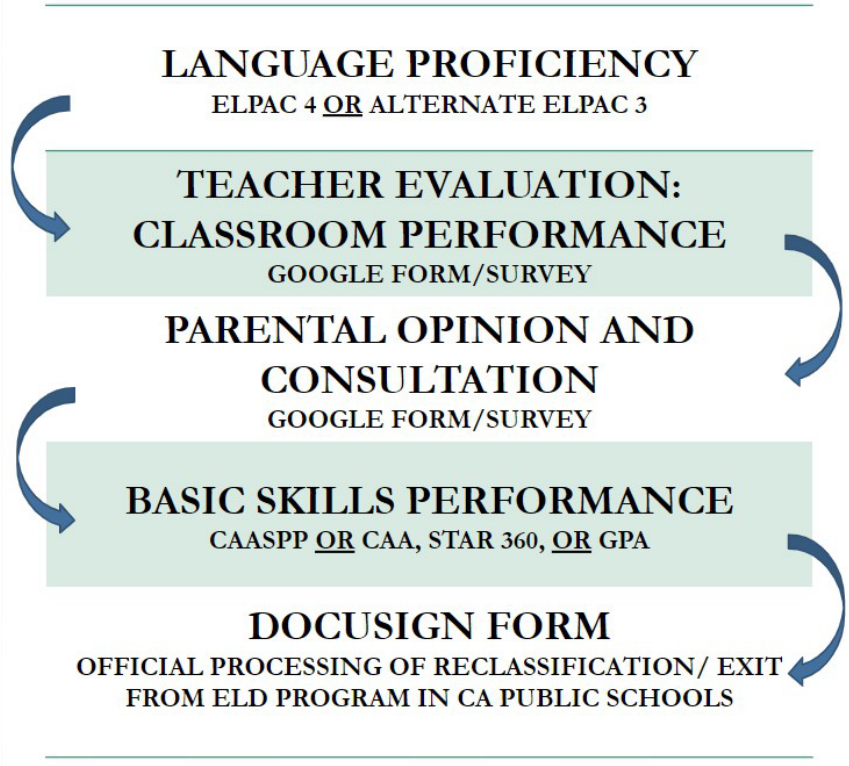
RECLASSIFICATION CRITERIA AND PROCESSES

Reclassification and Program Exit Criteria

The purpose of the reclassification process is to document when an English learner has demonstrated sufficient proficiency to be reclassified as fluent English proficient (RFEP). The goal of our ELD program is for all English learners to reach or exceed the level of proficiency and basic skills compared to their native English-speaking peers.

Once the Summative ELPAC results are received, the reclassification process can begin for students. Teachers, school administrators, parents, and students all participate in the reclassification process. The factors for reclassification are English language proficiency, performance in basic skills, teacher evaluation, parent opinion and consultation.

To change an English learner's classification from English Learner (EL) to Fluent English Proficient (FEP) the school must go through a reclassification process. The factors for reclassification are English language proficiency, performance in basic skills, teacher evaluation, parent opinion and consultation.



Annually, parents will be notified of the board-approved reclassification criteria for EL students. Parents have a legal right to participate in the reclassification process. Reasonable attempts to contact parents regarding their opinion and consultation must be documented on the English Learner Reclassification Form.

Reclassification Criteria for English Learners
Board Approved (November 2022)

Reclassification Criteria

1. Demonstration of English Language Proficiency
    - Grades 9-12: Summative ELPAC overall score of performance level 4 (well developed)

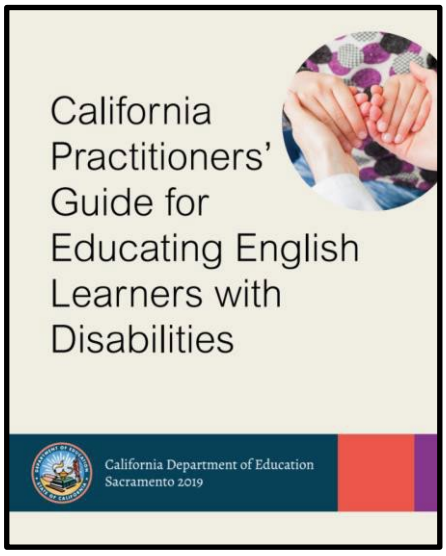
    or

    - Grades 9-12: Summative ***Alternate*** ELPAC overall score of performance level 3 (fluent English proficient)
2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
    - Language arts course is at or above grade level, and
        - student is consistently demonstrating proficiency of grade level standards, OR
        - grade of C or better OR
    - Special Circumstances:
        - If a student is not enrolled in a language arts course at the time of reclassification consideration, a teacher evaluation will be conducted from a different core content course.
        - A core content course evaluation *alone* will not preclude a student *with unique needs* from demonstrating readiness for reclassification.
3. Parental opinion and consultation.
    - Parents will provide input during the reclassification process.
4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age.
    - Star 360 Reading Assessment of Above, At, or On Watch; OR
    - Smarter Balanced Assessment level of 2.5 (scaled score mid-way between standard nearly met and standard met), OR
    - California Alternate Assessment level of 2.5 (score mid-way between foundational understanding and understanding); OR
    - High school GPA of 2.0 or above

Once a student is reclassified, they will have full access to the mainstream curriculum with or without the use of universal tools (Assistive technology) available to all students. The student will be monitored for four years to ensure they are keeping up with their mainstream peers through bi-yearly review of classroom, test and overall academic performance.

RECLASSIFICATION OF ENGLISH LEARNERS WITH DISABILITIES

Under current state law, all English learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (RFEP). This means ALL students, including English learners with disabilities.



The reclassification process is based on guidelines approved by the State Board of Education and recommendations listed in the California Practitioners' Guide for Educating English Learners with Disabilities. Pupil Services and the EL Services Department will continue to use this guidance document to provide additional professional development for EL Site Contacts and Individualized Education Program (IEP) team members to better support our English learners with disabilities.

Our school is equipped to provide ELs with IEPs with linguistically-appropriate programs and support services to meet their unique needs. English learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. Our school utilizes multiple measures and criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support.

Considering all guidelines, criteria, resources, and the individual needs of each English Learner with an IEP, the IEP or 504 team will determine the following:

- Appropriate measures of English language proficiency (ELP).
    a. The Alternate ELPAC is available to assess ELs with significant cognitive disabilities;
    b. Appropriate measures of performance in basic skills.
- Appropriate designated supports or accommodations.
- Minimum levels of proficiency that would be equivalent to an English proficient peer with similar disabilities in accordance with district reclassification policies.

In accordance with federal and state law, the IEP team may address the individual needs of each English learner with a disability using multiple measures referenced in the board-approved reclassification criteria.

Reclassified to Fluent English Proficient (RFEP) students State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United

States Code Section 6841[a][4][5]; Title 5 California Code of Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:

- The students have not been prematurely exited.
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students are meaningfully participating in the standard instructional program comparable to their English-only peers.

ELD Department administrators, ELD Specialists, teachers and /or case managers collaborate to complete the forms and ensure that support is in place if needed. The RFEP Monitoring forms are stored in the student's cumulative file.

During this monitoring time, schools ensure RFEP students have met the same academic achievement goals set for all students. If these students do not yet meet these goals, intervention and support is to be provided. According to the California Department of Education, these services are not dependent on specialized funds.

- ➔ Download a copy of the CA Practitioners' Guide to Educating English Learners with Disabilities to to explore additional guidance, student scenarios, and Frequently Asked Questions (FAQs): LINK
- ➔ Learn more about the Alternate ELPAC or Accessibility Resources for California state assessments.
- ➔ For more information on Non-Regulatory Guidance, please visit: LINK
- ➔ For more information on California's monitoring of reclassified students, please visit: https://www.cde.ca.gov/sp/el/rd/reclassified122019.asp
- ➔ See Appendix D for any documents referenced above: Appendix D

COMPONENT 10: PROGRAM MONITORING AND EVALUATION

Rationale: Local education agencies (LEAs) and school leaders are responsible for evaluating the effectiveness of language acquisition, academic and other programs for ELs. The EL Master Plan provides an opportunity to define and describe the types of programs available, as well as the full range of access. LEAs must also meaningfully engage educational partners in addressing research, federal and state policies to inform the processes for analyzing the effectiveness and improvement of comprehensive programs for ELs, including how to equitably allocate resources as required by the Local Control Funding Formula and the Local Control and Accountability Plans.

CONTENT OVERVIEW

- English Learner Program Evaluation
- Federal Program Monitoring
- Goal Setting & Accountability
- Funding

The program monitoring and evaluation component of the EL Master Plan is aligned with the following principles of the California EL Roadmap (ELR).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Monitoring and Evaluation	▪ **Principle 3:** System Conditions that Support Effectiveness ▪ **Principle 4:** Alignment and Articulation within and Across Systems	**3A.** Leadership **3B.** Adequate Resources **3C.** Assessments **4A.** Alignment and Articulation **4C.** Coherency

ENGLISH LEARNER PROGRAM EVALUATION

ANNUAL PROGRAM EVALUATION

All Local education agencies (LEAs) shall prepare an annual evaluation of its English learner (EL) program(s). This evaluation may be part of the annual evaluation process in compliance with the Consolidated Application.

Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments, state assessments, and school achievement assessments as well as classroom assessments in English language development, reading, math, science and social studies.

Schools will annually analyze outcomes and program services for English learners. The process will focus on the attainment of linguistic and academic standards for EL students as well as to identify potential issues regarding instructional programs for EL by: Assembling Data and program information on EL student performance; Presenting assembled data for analysis and providing survey items for the school to rate itself on key dimensions. This information serves as another data source to discern the strengths and weaknesses of the school's English language development program.

1. Assemble the following data for the past 3 years.
    - Number & percentage of EL
    - Percentage of EL Students Who Made Progress Towards English Proficiency
    - Percentage of EL Students Who Were Reclassified
    - Percentage of long-term English learners (LTELs)
    - Percentage of students "at-risk" of becoming LTELs
    - SBAC Reading & Math Proficient & Advanced (at/above grade level) Grades 3-8, 11 for English Learners compared to all students
    - Chronic Absenteeism Rate for EL compared to all students
2. Review and reflect on the data with school educational partners.
3. Discuss the trends observed over time.
    - Identify question(s) that need to be investigated further.
    - Identify students' challenges and needs.
    - Identify how the needs can be addressed.
    - The annual program review is part of the Local Control Accountability Plan (LCAP) process.

➔ To view our school's Local Control Accountability Plan (LCAP), please visit: LINK

➔ See Appendix D for any documents referenced above: APPENDIX D

FEDERAL PROGRAM MONITORING

FEDERAL PROGRAM MONITORING (FPM)

Local education agencies (LEAs) that receive federal funding for certain programs, may be selected for a review by the state. The purpose of this Federal Program Monitoring (FPM) process is to ensure that all LEAs are meeting all federal legal requirements. Below is a list of the program components that are reviewed.

I – Involvement
- EL 1: English Learner Advisory Committee (ELAC)
- EL 2: District English Learner Advisory Committee (DELAC)

II – Governance & Administration
- EL 3: English Learner Identification & Assessment
- EL 4: Implement, Monitor, & Revise Title III Plan
- EL 5: EL Program in the SPSA (Schoolwide)
- EL 6: Title III Inventory

III – Funding
- EL 7: Supplement, Not Supplant, with Title III
- EL 8: Time & Effort Requirements (Title I & III)

IV – Standards, Assessment, and Accountability
- EL 9: Evaluation of Title III-Funded Services & Programs
- EL 10: Reclassification

V – Staffing and Professional Development
- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English Learners

VI – Opportunity and Equal Educational Access
- EL 13: Language Acquisition Program Options & Parent Choice

VII – Teaching & Learning
- EL 14: English Language Development (ELD)
- EL 15: Access to Standard Instructional Program

➔ For more information on FPM, https://www.cde.ca.gov/ta/cr/.

GOAL SETTING & ACCOUNTABILITY

GOAL SETTING & ACCOUNTABILITY

School leaders and the English language development department will use the self-reflection rubrics to evaluate and monitor the implementation and progress toward accomplishing English Learner program goals. The rubrics are aligned with the four principles of the California EL Roadmap:

California Department of Education (2018) Site/District: (Add site name)

English Learner Roadmap Self-Reflection Rubric

School and district teams can use this self-reflection tool to engage in dialogue, to assess current status in enacting the English Learner (EL) Roadmap Principles, and to identify areas needing improvement.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

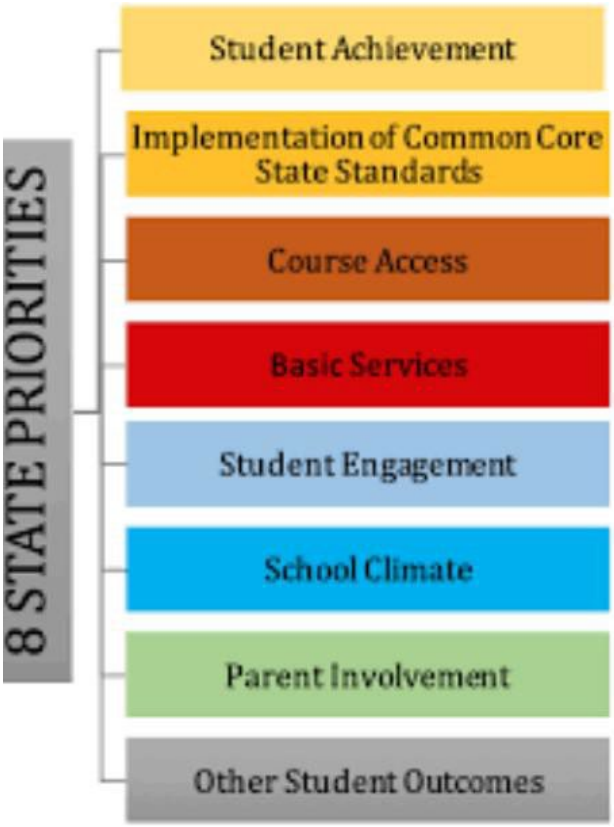
Element	1 Minimally or Not at All Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive	Strengths? Next steps? SPSA/LCAP Planning?
1-A. The languages and cultures English learners bring to their education are **assets** for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	School is monolingual focused with little visibility of language diversity or cultural diversity. There is little or no evidence of programs or instructional support for developing bilingualism.	School affirms language and cultural diversity as a general concept (for example, in mission statements); some teachers may include culturally responsive approaches in teaching.	School has some programs and aspects of culturally/ linguistically responsive instruction in place. Multilingual programs are available for some students.	School is multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has multilingual programs, materials, and celebrations. School engages students in many opportunities to build proficiency in multiple languages.	Notes or reflection:

➔ See Appendix D for any documents referenced above: APPENDIX D

FUNDING

FUNDING

The school provides base general funds that support highly qualified first instruction for all students. For English Learners, additional supplemental funds are used to focus on the school's goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English learner with learning opportunities in an appropriate program, including English language development and core curriculum.



The additional support will include monies that focus on the English Learner's language acquisition proficiency and academic success equal to an average native English speaker. The school receives Local Control Funding Formula/Supplemental Funds based on the number of ELs from the current year. The funds may be spent for supplemental services and materials including, but not limited to; professional development, supplementary materials, bilingual classified staff, parent engagement programs, and extended learning.

The Local Control Accountability Plan (LCAP) is a critical part of the Local Control Funding Formula (LCFF). Each Local education agency (LEA) must engage parents, educators, employees, and the community to establish these plans. The plan describes the LEA's overall vision for students, annual goals, and specific actions to be taken to achieve the vision and goals. The LCAP must focus on **eight areas identified as priorities** set by the state of California and the English Learner Roadmap's four interrelated principles.

→ See Appendix D for any documents referenced above: APPENDIX D

APPENDIX

APPENDIX A

CHAPTER 1: EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

- Component #1 – Commitment and Purpose
- Component #2 – Responding to Diverse Learners
- Component #3 – Program Options
- Component #4 – Staffing

APPENDIX B

CHAPTER 2: EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

- Component #5 – Access to Core Curriculum
- Component #6 – English Language Development
- Component #7 – Professional Learning

APPENDIX C

CHAPTER 3: FAMILY-COMMUNITY ENGAGEMENT

- Component #8 – Family-School Partnerships

APPENDIX D

CHAPTER 4: ACCOUNTABILITY

Component #9 – Assessment and Student Monitoring Component #10 – Program Monitoring and Evaluation