

**AGENDA
REGULAR MEETING
BOARD OF DIRECTORS
Insight School of California
September 14, 2023
10:30 A.M.**

ORIGINAL

Primary Location:

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

Conference call: (720) 707-2699

Meeting ID: 627 467 9928

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

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

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

In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact INSIGHT office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 10:32 A.M.

B. ROLL CALL

| | Present | Absent |
|-------------------------------|---------------|---------------|
| Mr. Kelly Fellows (President) | <u> X </u> | <u> </u> |
| Ms. Devon Freitas (Secretary) | <u> X </u> | <u> </u> |
| Mr. Frank Wilson (CFO) | <u> X </u> | <u> </u> |
| Ms. Melissa Brandon | <u> </u> | <u> X </u> |

C. FLAG SALUTE

- Lyla led (student)

NOTICE OF PUBLIC HEARING

TIME AND DATE: September 14th, 2023 at 10:30 AM
During its Regularly Scheduled Board Meeting

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

SUBJECT: Local Control Accountability Plan

Opening of Public Hearing: 10:34 AM

Closing of Public Hearing: 10:35 AM

II. COMMUNICATIONS

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

B. For Information: Director's Report

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

- Enrollment currently at 387
- 152 new students onboarded
- 95% login and connection calls so far
- We had in person professional development last month
- First learning coach university meeting last month
- EL parent meeting coming up in a few weeks
- Virtual and in-person outings have begun

- C. For Information: Board/Staff Discussions
Board and staff discuss items of mutual interest.
- End of Year Report
Morgan shared summary
- D. Approval of Previous Board Meeting Minutes
Moved: Kelly
2nd: Frank

APPROVED

III. CONSENT AGENDA ITEMS

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

IV. SCHEDULED FOR ACTION

A. BUSINESS

Local Control Accountability Plan
- No questions asked.

APPROVED
BDRPT 10

FY 2022-23 Unaudited Actual Revenue and Expenditure Report
- No questions asked.

APPROVED
BDRPT 01
APPROVED

Ratification of Disbursements
- Christopher Chaidez dba Upward Bound is a transition provider that we use a lot for our students.

BDRPT 02
APPROVED

Consolidated Application
- No questions asked.

BDRPT 09

B. PERSONNEL

2023-24 Employment Agreements and Terminations
- No questions asked.

APPROVED
BDRPT 03

Employee Handbook
- The handbook is current on local, state, and federal laws. For any policy that may differ from what is in the CBA for teachers, the CBA overrides the handbook.

APPROVED
BDRPT 04

C. INSTRUCTION AND CURRICULUM

Uniform Complaint Procedures Updates
- No questions asked.

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at 11:06 A.M.

**TO: INSIGHT SCHOOL OF CALIFORNIA
GOVERNING BOARD**

APPROVED

BOARD REPORT # 10

VIA: INSIGHT STAFF

September 14, 2023

SUBJECT: Local Control Accountability Plan

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

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

Schools that receive federal funding through the Consolidated Application must annually prepare a plan. The education code allows charter schools to use the LCAP to meet federal planning requirements. The plan includes actions on how federal funds will be used to improve the academic performance levels of all students.

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

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

RESPECTFULLY SUBMITTED

Kimberly Odom

Head of School

PREPARED BY:

Krista Mount

Director of Categorical Programs

PRESENTED BY:

Morgan Vincent
Academic Administrator

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: *Cathy Robinson* Date: 9/14/2023

| Name | Aye | No | Abstain | Absent | Moved | Second |
|-----------------|-----|----|---------|--------|-------|--------|
| Kelly Fellows | X | | | | | |
| Devon Freitas | X | | | | | X |
| Frank Wilson | X | | | | X | |
| Melissa Brandon | | | | X | | |

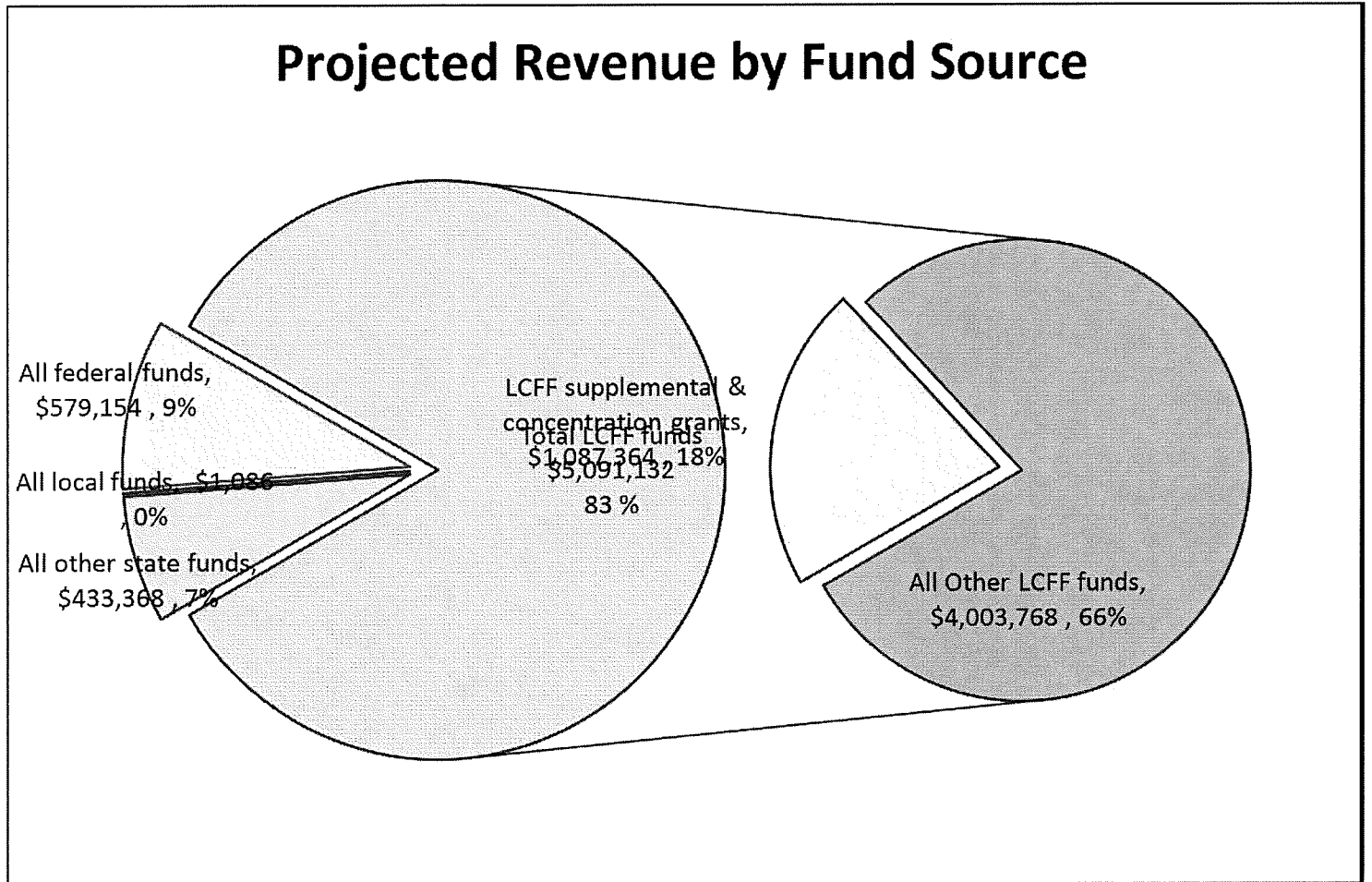
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Insight School of California
 CDS Code: 15-63628-0127209
 School Year: 2023-24
 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 2023-24 School Year

Projected Revenue by Fund Source

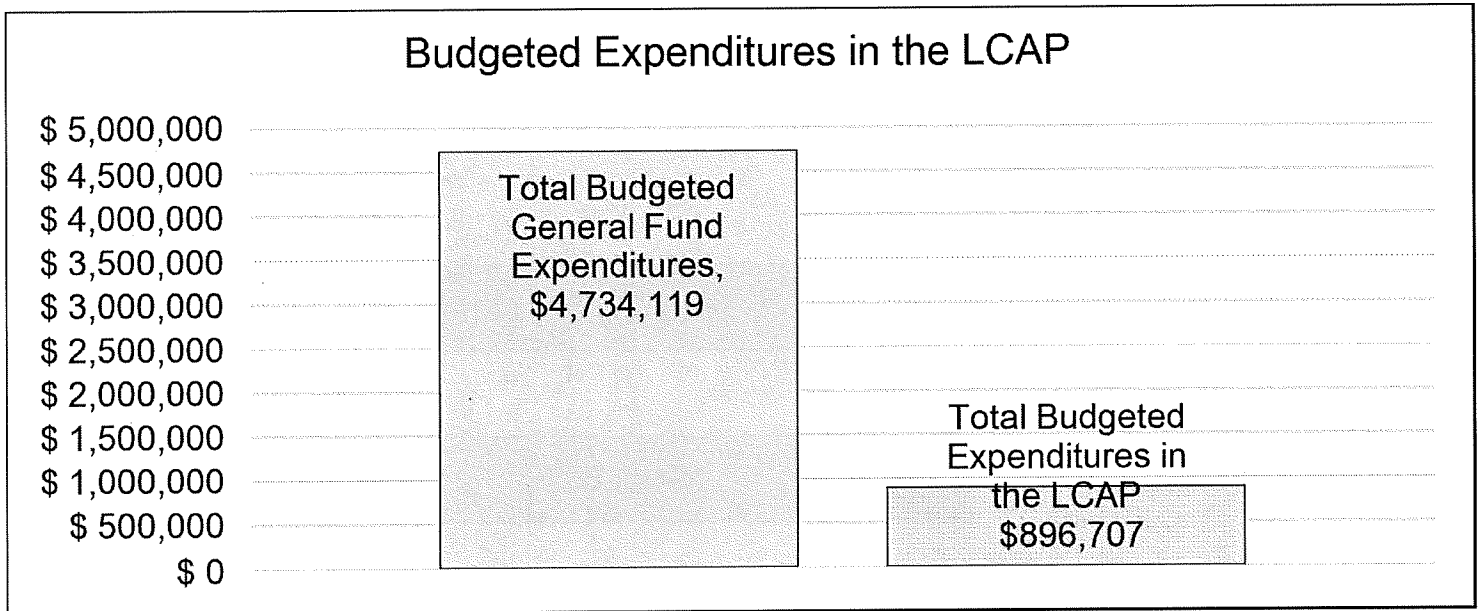


This chart shows the total general purpose revenue Insight School of California expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Insight School of California is \$6,104,740, of which \$5,091,132 is Local Control Funding Formula (LCFF), \$433,368 is other state funds, \$1,086 is local funds, and \$579,154 is federal funds. Of the \$5,091,132 in LCFF Funds, \$1,087,364 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 School of California plans to spend for 2023-24. 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 School of California plans to spend \$4,734,119 for the 2023-24 school year. Of that amount, \$896,707 is tied to actions/services in the LCAP and \$3,837,412 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.

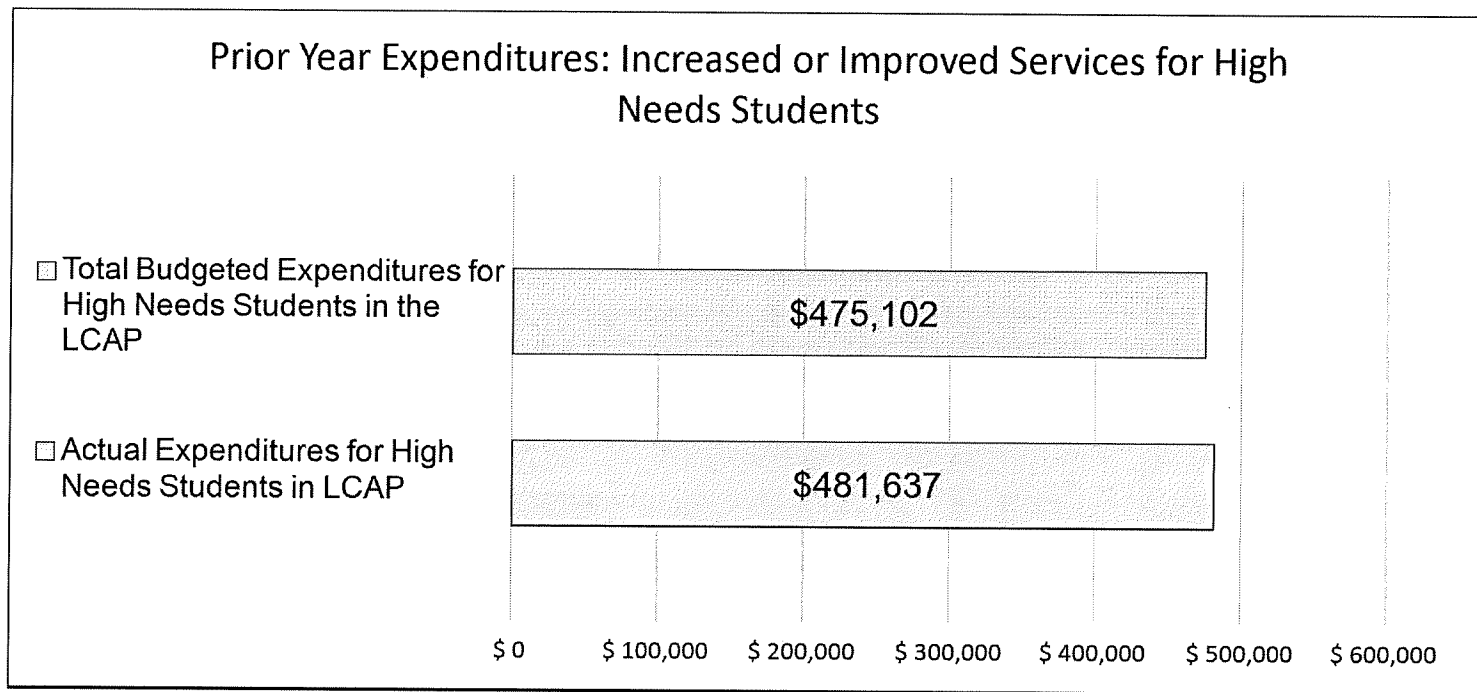
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Insight School of California is projecting it will receive \$1,087,364 based on the enrollment of foster youth, English learner, and low-income students. Insight School of California must describe how it intends to increase or improve services for high needs students in the LCAP. Insight School of California plans to spend \$620,585 towards meeting this requirement, as described in the LCAP.

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

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Insight School of California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Insight School of California 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 2022-23, Insight School of California's LCAP budgeted \$475,102 for planned actions to increase or improve services for high needs students. Insight School of California actually spent \$481,637 for actions to increase or improve services for high needs students in 2022-23.

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 School of California | Morgan Vincent Academic Administrator | movincent@k12insightca.org 951-894-9089 |

Plan Summary [2023-24]

General Information

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

Insight School of California serves 9 counties in the state of California: Inyo, Kern, Kings, Los Angeles, San Bernardino, San Luis Obispo, Santa Barbara, Tulare, and Ventura. ISCA specializes in serving at-risk high school students and operates as a DASS (Dashboard Alternative School Status) school. As a DASS school, students are not eligible to enter the UC/CSU system upon graduation; they must first attend a community college and then transfer into these institutions. ISCA is staffed by fully credentialed teachers, classified support staff, a counseling team, and an administrative team. While ISCA does have a physical office in Simi Valley, all instruction takes place online via a browser-based conferencing platform and online courses, and students and staff work primarily remotely.

For the 2021-2022 school year (as of October 2021), Insight School of California had 371 students enrolled. School demographics were as follows: 70.6% socioeconomically disadvantaged, 4.6% English learners, 24.3% students with disabilities, and 0.3% foster youth. For the 2022-2023 school year (as of October 2022), Insight School of California had 330 students enrolled. School demographics were as follows: 73.6% socioeconomically disadvantaged, 4.8% English learners, 27% students with disabilities, 0.3% foster youth, and 1.2% homeless.

Insight School of California works on a trimester system. Students take a minimum of 4 courses each trimester, based on what they need towards graduation. Students are supported by an academic advisor, who supports the whole student; their content teachers; a Retention and Academic Intuitive Support Experts (RAISE) team; a counseling department; special services providers, and administration. Each member of Team Insight is dedicated to ensuring the academic success for each of its students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Dashboard data from 2022 reflect significant growth in ELA and math performance from the most recent dashboard (SY18-19). Overall, students went from being 92.5 points below standard in ELA to 63.4 points below standard, and from 208.8 points below standard to 184.9 points below standard in math. The percentage of students meeting or exceeding the standard in ELA grew from 21% in 2019 to 33.7% in 2022, and the percentage meeting or exceeding standard in math grew from 0.87% in 2019 to 3.85% in 2022. Both percentages were roughly maintained from the previous school year, which saw ELA at 32.14% and math at 4.42%. The subgroups with the most growth in ELA from 2019 to 2022 were socioeconomically disadvantaged, white, and Hispanic. In math, the subgroups with the most growth from 2019 to 2022 were socioeconomically disadvantaged, white, and Hispanic. On the CAST, ISCA grew overall from 8.82% meeting or exceeding standard in 2019 to 9.31% in 2022. Subgroups with significant increase were white and Hispanic.

Additionally, ISCA is very excited about the growth in its graduation rate in 2022, which was 67.6% and reflected an increase of 12.2% from the previous year.

All subgroups saw significant increase, including huge gains for English Learners, which had been the lowest-performing subgroup in the previous year.

In terms of local data, ISCA continues to maintain high expectations for student attendance, both in course work and in live sessions, with increased implementation of its auto-dialer alert system and a continued emphasis on building connections with students via one-on-one conversations. ISCA continues to focus heavily on data analysis across departments and roles. ISCA utilizes Star 360 as its assessment tool several times throughout the school year, and uses the resulting data to target students for its intervention program and other academic supports within classrooms. ISCA continues to offer students opportunities to connect with peers and to expand their experiences through virtual and in-person outings, hosted by staff and offered in multiple locations all throughout the year. ISCA continues its focus on social-emotional learning in homeroom live sessions and is currently working toward spreading this focus into all areas of the school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Insight School of California recognizes several areas of need related to both dashboard and local data. First, despite the increases ISCA saw in graduation rates across all subgroups, there is still much room for improvement, especially among the lowest-performing subgroup of English Learners. At 52.9%, this was an increase of over 17% compared to the previous year, but still trails the next lowest-performing subgroup by almost 14%. ISCA recognizes this as a priority and will be continuing its efforts to educate all students on their graduation plans and providing additional support to struggling potential graduates, but especially focusing on support for English Learners. ISCA has recently hired an ELD Coordinator to better organize and track support for these students, as well as an ELD Specialist to provide direct supplementary instruction for them.

Despite growth during the 2021-2022 school year, all students continued to perform in the lowest performance category in state assessments. The students with disabilities and African American subgroups saw a decline in ELA performance on state assessments. This was true for math as well. On the CAST, the students with disabilities and socioeconomically disadvantaged subgroups also saw a small decline from the previous year. African American students declined significantly. ISCA will continue to offer students academic supports, including intervention, access to Tutor.com, and individual and small group support from content teachers and the RAISE program. In addition, ISCA will continue to focus heavily on classroom instruction, including frequent classroom observations and data-driven instruction meetings. Intervention specialists and the instructional coach will continue to ensure that students and teachers have all resources necessary to make significant growth. ISCA will also continue to implement professional development and training focused on ensuring that instruction is data-based, standards-aligned, and accessible for all students.

Finally, ISCA recognizes that college and career readiness has long been an area of significant struggle and is actively seeking ways to improve in this priority area. As an alternative school model, it has been the utmost priority for ISCA to support students unto graduation, but in the coming school year ISCA seeks to add to that support by increasing exposure to college and career options in a more structured, project-based format.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In the upcoming school year, Insight will continue to place its focus on the academic growth of its students, while supporting their social-emotional well-being. Insight will continue to offer social-emotional support to students via daily homeroom sessions, support sessions and clubs, and continue its efforts to build connections with students in all avenues. Insight will continue to monitor academic progress throughout the year with its internal assessment tool, Star 360, as well as via individual course progress and pass rates. Insight will continue to utilize its intervention program to support students with identified gaps in understanding. Teachers will continue modifying instructional practices, pacing, and curriculum to meet the needs of their students and adequately address standards. Insight will be actively working toward developing tools and resources to prepare students for college and careers. Insight will expand its support for English Learners by growing its ELD program, including the hiring of an ELD Coordinator and an ELD Specialist.

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 School of California

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 School of California (ISCA) is able to effectively complete all of the requirements related to the Every Student Succeeds Act (ESSA) status, including conducting a comprehensive needs assessment, engaging stakeholders in planning, selecting evidence-based interventions and identifying resource inequities.

ISCA developed a CSI plan to address low academic performance in Math and ELA (208.8 point below in Math and 92.5 points below in ELA) based on a school level needs assessment that included State Testing data analysis, STAR360 assessment data analysis, pass rate data, engagement data rates and stakeholder input through surveys and parent meetings. Teachers, support staff and administrators participated in data analysis, survey analysis and parent meetings.

Teacher analysis began in August 2020 at the in-person Back-to-School Professional Development and continued consistently through staff meetings and data conferences. Teachers worked in content groups (Math/Science, ELA/History and Academic Advisors) to create plans to support academic achievement in both Math and ELA. Evidence based interventions included a more robust data driven instruction model, student engagement support staff, introduction of SBAC-style questions throughout live sessions and additional Math/ELA support sessions.

After reviewing course pass rates and assessment data, it was determined that there was a significant need to focus on instructional practices to build capacity. Supports for teachers in the area of instruction and professional development surrounding data driven instruction will be provided through an instructional coach as well as professional development for teachers and support staff in trauma informed instructional practices/support to serve our at-risk population. It was indicated by the staff that an area for support is clear, consistent feedback on live, data driven instruction and lesson planning.

An Instructional coach was hired in the Fall of 2020 to support teachers and their teaching practice. The instructional coach provided additional resources and feedback throughout live sessions that drove changes in engagement and pass rates (data listed in section below). Teachers were provided professional development in the areas of instruction and lesson planning as well as trauma informed practices throughout the year. Data driven instruction process was updated and live observations were conducted monthly to provide consistent feedback to teachers in order to improve their practice. Course pass rates in 20-21 increased 2% to 70.5%. We will continue to focus on instructional practices in 21-22.

Through the needs assessment process, staff and administrators have indicated a need for an additional supplemental program in both Math and ELA. ISCA has seen a decline in both Math (red indicator) and ELA (orange indicator) performance data (ELA declined by 26.8 points and Math declined by 23.5 points). The supplemental support program will be offered to students enrolled in a Math and ELA course to provide additional instruction in areas of need. Due to the decline in assessment scores, ISCA has created Math and ELA Intervention Specialist positions in order to support students in small group settings, based on STAR360 assessment data given at the beginning of the year, middle of the year and end of the year. ISCA is providing tutoring opportunities for students who are deficient in credits and low performing in math and ELA.

In the Fall of 2020, ISCA began utilizing an additional support program in both Math and ELA as well as hired an ELA and Math Intervention specialist. The supplemental program was assigned to students through their math and ELA course and all students had access to utilize the program at any time. The intervention specialists worked with students based on STAR360 scores as well as in-class performance. The ELA intervention specialist also provided students with writing workshops to support students struggling with writing assignments in their ELA courses.

SY22-23 Updates:

In addition to continuing the actions previously implemented, during SY22-23, ISCA further developed its ELA/math intervention program by adding an additional intervention specialist role in each subject to increase the number of students who could be served. As a result, ISCA saw an almost 5% difference in both ELA and math in the number of students who grew their raw Star 360 scores from the beginning of the year to the middle of the year being enrolled in intervention versus those who were not enrolled. ISCA continues to refine the process for identifying students who qualify for intervention services and how to best support them.

To best serve its English Learner population, ISCA hired both an ELD Coordinator and and ELD Specialist in the 22-23 school year. As a result, ISCA saw an increase in active engagement in ELD live sessions as well as an increase in the number of EL potential graduates who fulfilled graduation requirements in the first two trimesters of the school year.

Monitoring and Evaluating Effectiveness

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

The following measurable outcomes will be used to evaluate the implementation and effectiveness of our CSI plan to support student and school improvement:

- ELA SBAC Scores (no update as 2021 scores are still embargoed)
- Math SBAC Scores (no update as 2021 scores are still embargoed)
- Math STAR360 Growth measures - 37.26% of students showed one year of growth or more
- ELA STAR360 Growth measures - 41.12% of students showed one year of growth or more
- Student engagement- Live session attendance increased by 24.32% to 68.29% for the 2020-2021 school year
- Course pass rates- 70.5% overall average pass rate for the 2020-2021 school year

Administration, including the Head of School, will evaluate the following data on a trimester basis: course pass rates, STAR360 assessment data (given 3 times per year), engagement rate. If the interventions are effective, the school will see an increase in growth (STAR360 data), increased SBAC scores in both math and ELA and decreased students qualifying for intervention. In addition to the trimester monitoring, the administration will evaluate data at the end of the school year and share its findings with all stakeholders and decide if the data supports a continuation of the interventions/actions.

With teacher support/training, interventions and instructional coach in place ISCA is showing a trend in increased academic growth in both

Math and ELA as well as increased engagement in live sessions. The supports provided are successful based on evaluation and the school will continue to implement the programs.

Data from the 2022 school year points to gradual increases in the identified measures.

SBAC scores from 2022:

ELA: 63.4 points below standard, increase of 29.1 points

Math: 184.9 points below standard, increase of 23.9 points

Star 360 Growth Measures:

ELA - Year 1: 43.72% growth, Year 2: 46.04% at/above grade level

Math - Year 1: 45.86% growth, Year 2: 43.23% at/above grade level

Student Engagement 2022:

Live session attendance rate: 82.67%, and increase of 14.4%

Course Pass Rate:

Year 1: 64.44%, Year 2: 73.66%

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

ISCA values the feedback of its students, parents, and staff in building policies and procedures to support student achievement. ISCA welcomes input from all stakeholders and encourages ongoing and transparent communication. ISCA regularly surveys parents and students regarding their levels of satisfaction and preparation throughout the school year (surveys are sent at various checkpoints throughout the year, dependent on students' enrollment dates). Questions on these surveys aim to determine whether students and families are satisfied with the current level of support they are receiving, how prepared they felt after the onboarding process, and what feedback they can provide to improve our practices. ISCA also gauges student and family perception of teacher support and student connectedness at the end of each term via schoolwide surveys. Questions on these surveys aim to determine whether students have been adequately supported by their general and special education teachers, whether they feel connected to the school and partake in school outings, and what we can do to help build further connections. Students and families also have various other opportunities to provide feedback throughout the year via surveys and live meetings regarding Learning Coach support and learning opportunities, outing preferences, and feedback on school data and action plans. Live meetings to gather feedback were held November 9, 2022, February 15, 2023, and April 19, 2023. Additionally, teachers and staff members are surveyed anonymously throughout the year on satisfaction and preparation and have the opportunity to present suggestions, criticisms, and questions.

Schoolwide survey results and feedback are reviewed regularly by the leadership team and are used to evaluate the effectiveness of schoolwide action plans and make adjustments to the plans. Stakeholder feedback on school processes, procedures, and student performance data is collected from teachers and staff throughout the year during staff meetings, department meetings, and data team conferences. To create and monitor the LCAP actions, each department reviewed the school's areas of need in depth, and each team strategized specific ways to modify curriculum and instructional practices to address needs. Parents and students had the opportunity to provide feedback throughout the year in monthly evening Learning Coach meetings, the most recent of which was dedicated to the development of the LCAP document.

With the focus on improving and expanding our ELD program during this school year, additional surveys were sent to families of English Learners. 100% of parents who filled out our ELD Program Needs Assessment are Satisfied or Very Satisfied with our ELD Program. 100% of parents understand RFEP criteria. 92% said they receive communication in a language they understand. Many parents expressed that ELD was helpful to their students and their students enjoyed the class. Some parents said they needed more help in motivating their student and wanted to know how to help their student at home. Parents were all invited to a "How to Motivate Your Child" webinar on February 16, 2023. We also plan to focus on motivation next year for LTELs and to offer the EL Parent Meeting more than once next year, so all parents have the opportunity to learn how to help their child at home. ELAC meetings were held four times over the course of the year to involve our EL families in ongoing schoolwide data analysis and needs assessment, and we currently have two parents at ISCA who are serving as the secretaries for our ELACs.

The leadership team, including the Head of Schools, academic administrator, and lead teachers, participated in a root cause analysis at each administration of schoolwide assessments to identify potential causes to current outcomes in each term. The SELPA administrator was

consulted about supports for SWD. The administration team also consulted with the school's bargaining unit throughout the year on various topics to ensure the inclusion of input from all teaching staff.

A summary of the feedback provided by specific educational partners.

Feedback from students and parents was primarily positive in that students felt supported by their teachers and had very few suggested improvements. Several students and families highlighted particular supports including more frequent reminders, extra support after school, providing more opportunities for student connections/making friends, and additional one-on-one student support sessions. In response to whether they felt connected, the majority of families indicated their appreciation of Insight staff and how students felt supported and motivated. Several families indicated that their students had difficulty attending events during the week due to parent's work schedules as well as lack of transportation, or that their students simply weren't interested in attending any events or were more focused on academics than anything else. A couple of students did suggest interest in other virtual clubs/classes that would have caught their attention, such as photography and anime.

Communication from teachers and school staff throughout the year indicated that the automated alerts system, including the addition of the tardy alerts each class period, has been largely successful throughout the year, and that communications between school and family have been more streamlined. Some parents have continued to indicate that they are overwhelmed by communications at certain points in the year (such as during state testing); however, the overall responses indicated the appreciation of phone call/text and other outreach efforts to ensure student support needs.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

In response to the feedback received, the following actions were implemented during SY22-23:

- Cougar connections: 1/1 phone conversation each month with each student to ensure student connection and support
- Cougar conferences: 1/1 virtual conferences for academic advisors and counselors to meet with students 'face-to-face' which solidifies connection, as well as offers a platform to address individual student needs
- Social Clubs and Virtual outings: Increased club offerings such as social club with parental permission to connect to fellow student peers thus enhancing the student experience, as well as increased monthly virtual outings to permit all student-body to attend outings without the hindrance of transportation and location obstacles
- Expanded use of autodialer: Daily tardy alerts each class period to increase student attendance within each period
- A focus on social media presence to meet students/families where they are (addition of the counseling social media presence)

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

All students are 92.5 points below standard on the 2019 SBAC ELA. Students declined 26.8 points from the previous year. The subgroup of white (102.1 points below) shows a need, as they are below the schoolwide rate. All students are 208.8 points below standard on the 2019 SBAC Math assessment. Students declined 23.5 points from the previous year. ISCA will continue to use Star 360 assessments as an internal measure of student proficiency and growth three times throughout the school year. Following the mid-year and end-of-year administrations, the SGP (Student Growth Percentile) calculated by Star 360 will be used to identify students in need of interventions and additional supports. (SGP is a calculation of student performance compared to his/her peers; an SGP of 50 means that the student's growth has exceeded the growth of 50% of his grade level academic peers with similar score history.) There will be an increased focus on classroom instruction and on interventions that can be put into place to support student proficiency and growth.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------------|-----------------------------|--|---|----------------|------------------------------------|
| d1. SBAC Math Dashboard Score | 208.8 points below standard | 2021 Dashboard 4.4% Met or Exceed Standards Low-income 1.4% Student with Disabilities 3.5% White 5.7% Hispanic 8.7% | 2022 Dashboard 3.85% Met or Exceeded Standard for Math Student with Disabilities: 0% Hispanic: 5% Low-income: 4.41% | | 150 or fewer points below standard |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|---|---|----------------|--|
| | | | White: 5.71% | | |
| d1. SBAC ELA Dashboard Score | 92.5 points below standard | 2021 Dashboard 32.1% Met or Exceed Standards Student with Disabilities 10.7% White 23.5% Low-income 24.7% Hispanic 35.1% | 2022 Dashboard 33.65% Met or Exceeded Standard for ELA Student with Disabilities 0% Hispanic 50% Low-income 34.28% White 33.33% | | 50 or fewer points below standard |
| h1. Star 360 Math Growth (% of students whose SGP increased from first to last administration) | 37.26% | 45.86% | 43.23% At/Above SPED 34.55% EL 26.67% | | 70% |
| h1. Star 360 Reading Growth (% of students whose SGP increased from first to last administration) | 41.12% | 43.72% | 46.04% At/Above SPED 38.98% EL 49.67% | | 70% |
| h1. Star 360 Math Performance (from EOY administration) | Level 1: 68.29% Level 2: 21.34% Level 3: 6.40% Level 4: 3.96% | Level 1: 74.82% Level 2: 13.83% Level 3: 7.09% Level 4: 4.26% | Level 1: 69.62% Level 2: 13.85% Level 3: 7.69% Level 4: 8.85% SPED Level 1: 89.23% Level 2: 6.15% Level 3: 3.08% Level 4: 1.54% | | At least 30% of students test in levels 3 and 4; at most 50% of students test at level 1 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|--|
| | | | EL: Level 1: 93.33% Level 2: 0% Level 3: 6.67% Level 4: 0% | | |
| h1. Star 360 Reading Performance (from EOY administration) | Level 1: 45.99% Level 2: 26.41% Level 3: 21.96% Level 4: 5.64% | Level 1: 40.21% Level 2: 31.62% Level 3: 20.96% Level 4: 7.22% | Level 1: 39.62% Level 2: 30.94% Level 3: 25.66% Level 4: 3.77% SPED Level 1: 64.41% Level 2: 23.73% Level 3: 10.17% Level 4: 1.69% EL: Level 1: 66.67% Level 2: 26.67% Level 3: 6.67% Level 4: 0.00% | | At least 50% of students test in levels 3 and 4; at most 30% of students test at level 1 |
| h1. Average SY Course Pass Rates | 70.5% average pass rate for all terms in SY20-21 | 64.44% | 73.66% SPED: 63.46% EL: 69.61% | | 75% |
| h1. Average SY Student Pass Rates (students passing 60% or more of courses) | Whole school: 70.4% (Quarters 1 & 2 only due to COVID pandemic) | Whole school: 60.15% Sped: 52.63% EL: 33.54% | 70.12% SPED: 59.2% EL: 69.77% | | 75% across whole group and all subgroups |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|---|----------------|------------------------------|
| | Special ed: 70.3% (Quarters 1 & 2 only due to COVID pandemic) EL: 69.2% (Student pass rate for Quarters 1 & 2 only due to COVID pandemic) | | | | |
| d5. EL Proficiency | 2019 ELPAC proficiency: 14.29% | 44.1% EL pass rate 2021 Dashboard English Language Proficiency Well Developed on ELPAC (Level 4) 6.3% | 6.25% | | 20% proficient |
| d. College/Career Indicator | 1.1% | Data not available on SY20-21 dashboard | Not reported in 2022 | | 15% |
| d1. California Science Test Source: Dataquest | 8.82% Met or Exceeded Standard (*SY18-19, no data for SY19-20)) | 10.82% Met or Exceeded Standard | 9.31% Met or Exceeded Standard Student with Disabilities 4.55% Hispanic 12.77% Low-income 8.14% White 10% | | 15% Met or Exceeded Standard |
| d6. EL Reclassification Rate Source: Dataquest | 40% | 41.2% *Comparison to Prior Year Counts The 2020–21 Reclassified Fluent | 15.5% | | 50% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|--|----------------|----------------|-----------------------------|
| | | English Proficient (RFEP) student enrollment counts may be lower due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during "distance-learning" resulting from the COVID-19 pandemic. | | | |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 1.1 | Lesson planning and standards alignment | Live sessions will include well thought out engaging lessons, that include multiple checks for understanding, independent practice, and meaningful closures that give students the opportunity to demonstrate mastery of the standard. | \$8,939.87 | Yes |
| 1.2 | Professional development | Regular professional development opportunities will be offered to teachers to introduce new teaching strategies and skills that can be put into action in the classroom, including Achieve Institute in August | \$17,999.33 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| | | and Solution Tree's distance learning bundle at the start of the school year. | | |
| 1.3 | SAI (Specialized Academic Instruction) | Specialized academic instruction provided to targeted small groups and individual students according to their needs and IEPs | | No |
| 1.4 | Intervention program | 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 Star 360 math and reading diagnostic assessments, performance in math and ELA courses, feedback from math and ELA teachers, and student grade level. Intervention direct instruction will be provided during live support sessions, and intervention specialists will collect growth data and communicate it to students and families. | \$157,911.00 | No |
| 1.5 | Data conferencing | Teachers will participate in regular, ongoing data conferencing throughout the year and use it to inform instructional decisions | \$2,140.00 | No |
| 1.6 | Non-Instructional Days | Staff are provided a total of 18 non-instructional days. Teachers use these days to review and analyze classroom data to better support target populations, identify students on their caseload that need additional supports and intervention, engage and educate legal guardians in the schooling environment. Additionally, staff attends professional development to better understand and apply data through Professional Learning Communities | | No |
| 1.7 | Assessment data analysis | In-person meetings to analyze internal assessment results to identify target areas for support and create action plans for the school | \$28,090.28 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1.8 | Independent work | Increased focus on student work during live classes, in order to ensure students have necessary support to succeed and to encourage active engagement with the online high school platform. | | No |
| 1.9 | Automatic progress updates | Ongoing automatic progress alerts sent to families on a weekly basis, in order to keep parents informed of students' progress and to open avenues of communication for student support. | \$799.27 | Yes |
| 1.11 | Develop college and career readiness offerings | Develop program offerings to support student exploration of community college options and career pathways, including offering ASVAB to all students, and identify partners to implement and develop curriculum | | No |

Goal Analysis [2022-23]

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

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

All actions were implemented as planned in the 22-23 school year.

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

An explanation of how effective the specific actions were in making progress toward the goal.

Teachers structured live lesson plans to more fully incorporate elements that would lead to student mastery of power and focus standards (Action 1.1). This process also included weekly data conferencing (Action 1.5) to evaluate the effectiveness of elements of instruction via formative assessments. Additionally, intervention specialists (Action 1.4) provided direct targeted instruction during live support sessions and collected growth data and communicated it to students and families. Low-income students increased 3% in SBAC math and 10% in ELA.

Schoolwide, there was a slight increase in SBAC ELA. In SBAC ELA, the subgroup of Hispanics increased by 15% and white increased by about 10%.

Teachers used non-instructional days (Action 1.6) to review academic data from the previous Star 360 administration and determine power and focus standards to include in trimester pacing guides. They continued this process throughout the school year during weekly data analysis. Teachers focused heavily on student independent work during live sessions to best assess progress toward standards mastery between Star 360 administrations (Action 1.8). Special education teachers utilized Star 360 data to inform instructional decisions on student IEP goals during specialized academic instruction (Action 1.3). The leadership team met at each Star 360 administration to analyze growth data and make appropriate updates to live instruction and planning (Action 1.7). The intervention program supported low-performing students throughout the year based on their Star 360 performance and growth scores by providing additional live session support (Action 1.4). Comparison data between mid-year STAR360 assessment results and beginning-of-year results show a difference of 5% of students who increased their reading score having been enrolled in the intervention program. For students in math intervention, there was a difference of 4.3% compared to students who were not involved in the program. As a school, Star 360 Reading growth increased by 2.32%. Overall, the percentage of student scoring in the lowest level of Star 360 math decreased by over 5%, and the percentage of students performing in the highest level increased by 4.5%. In Star 360 Reading, the number of students performing at the second highest level (3) increased by 4.7%.

Teachers were offered various professional development opportunities, including of their own choice, throughout the school year to expose them to a variety of instructional methods and models (Action 1.2). Some of the non-instructional days allotted to the start of the school year were used for in-person PD, which was focused on topics like necessary components of live instruction and scaffolding for English Learners and special education students (Action 1.6). Regular informal observations indicated that these practices were in use in classrooms throughout the school year. Teachers also participated in ongoing data conferencing to ensure that instructional strategies were effective in progressing students toward standards mastery (Action 1.5), and much of that formative data came from work students completed independently during the live sessions (Action 1.8). Special education teachers focused on increased engagement in specialized academic instruction (SAI), with the goal of leading to an increase in engagement with school in general. There has been continued positive correlation between attendance at SAI sessions and academic performance. Average attendance to SAI live sessions for Trimesters 1 and 2 is 44.8%, and average course pass rate for special education students in Trimesters 1 and 2 is 70%. Average school course pass rates overall increased by 9.2% from the previous school year. English learner course pass rates increased by 25.5%. The average rate of students passing 60% or more of their courses overall increased by 10%. Student pass rates for special education students increased by 6.6%, and by 36.2% for English Learners. Some of this success is also attributed to continued automatic progress alerts (Action 1.9), which keep families updated on a weekly basis regarding student progress in courses and establish open means of communication.

Insight continued to explore college and career readiness offerings, such as career/technical in-person and virtual outings, college tours, visits from professional guest speakers, and college/career workshops (Action 1.11). CCI was not included in our 2022 dashboard, so we have only internal data to reference at this time. On average, over the course of the first two trimesters of the school year, 22% of students had engaged in these offerings.

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

The goal, metrics, desired outcomes, and actions remain mostly unchanged for the upcoming school year. A few notable adjustments are as follows:

- EL Proficiency and EL Reclassification rate metrics were deemed more suitable under Goal 4, which includes actions related to supporting English Learners and were moved as such.
- Action 1.2 Professional development: In addition to the in-person PD in August, the ongoing professional development model was further developed to include a variety of online trainings offered through Stride and by internal trainers that teachers and staff can choose (from school-provided options or PDs approved by lead) each trimester.
- Action 1.3 SAI: Upon reflection, it was deemed necessary to audit student SAI sessions to ensure that minutes on schedules match minutes assigned on most recent IEPs. Refining a process for this is still in progress.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

With its at-risk population, the school has struggled with maintaining regular and frequent attendance from all students, as well as with family participation in school events and programs. The goal is to establish genuine connections with students and families, to maintain accountability for daily attendance, and to ensure that all students start the school program with a strong understanding of school expectations and policies.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|----------|--|----------------|----------------|-----------------------------|
| e1. Yearly attendance rate (reported at P2 due to COVID pandemic) | 88.70% | Funded at previous school year's P2 rate | 90.06% | | 91% |
| e. Withdrawal rate | 24.03% | 20.8% | 19.75% | | 21% |
| e. Live session attendance rate from year-end engagement dashboard | 50.40% | 68.3% | 82.67% | | 75% |
| f1. Suspension Rate | 0% | Data not available in SY20-21 | 0% | | 0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--------------------------------|--|--|----------------|---|
| | | Dashboard | | | |
| c1. Parent and Family Engagement | Met | Met | Met | | Met |
| f3. Local Climate Survey | Met | Met | Met | | Met |
| e2. Chronic Absenteeism Rate | Data not available for SY19-20 | 44.3% English Learners 40% Students With Disabilities 41.3% White 43.4% African American 44.1% Hispanic or Latino 46.6% Low-Income 47.7% | 30.2% Overall EL: 28.0% Hispanic: 30.9% White: 31.1% Students with disabilities: 32.5% African American: 28.8% Low income: 31.3% | | 40% |
| e4. Dropout Rate | 17.60% | 24.9% | 22.10% | | 22% |
| c2. Programs, services, and communications available and accessible to parents of unduplicated pupils and parents with students in a program for individuals with exceptional needs. | n/a - New metric for SY22-23 | n/a - New metric for SY22-23 | 100 % of families invited to LCU/SSO, and receiving communications via Parent Square in language of preference | | 100% of families will be invited to Learning Coach University and Strong Start Orientation, and will receive communications in the language of their preference |
| f2. Expulsion Rate | 0% | Data not available in SY20-21 Dashboard | 0% | | 0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|------------------------------|------------------------------|---|----------------|---|
| c3. Programs, services, and communications available and accessible to parents of students in a program for individuals with exceptional needs. | n/a - New metric for SY22-23 | n/a - New metric for SY22-23 | 100% of families invited to LCU and SSO and receiving Parent Square communications in the language of their preference. | | 100% of families will be invited to Learning Coach University and Strong Start Orientation, and will receive communications in the language of their preference |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|--------------|--------------|
| 2.1 | Strong Start Orientation | All new LCs invited to Strong Start Orientation sessions outlining how their student can be successful, meet enrollment requirements, and also are provided SSO newsletter for further resources/documents | | No |
| 2.2 | Ongoing attendance/withdrawal monitoring by RAISE Team | RAISE Team monitors student attendance and withdrawals on a daily/weekly basis and supports students in a tiered support systems to actively engage students. | \$114,491.53 | Yes |
| 2.3 | Walk to Class Orientation | All students receive Walk-to-class sessions the first few days of enrollment start dates, are provided with video tutorial resources, and have explanation of attendance requirements (live sessions and course work) to ensure that students are aware of the requirements and are able to access courses successfully. | | No |
| 2.4 | Academic Advisor Role | Advisors deliver SEL/adulting curriculum to all students, furthering student social emotional strength and resilience throughout the year, | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|-------------|--------------|
| | | and work to establish enduring connections with students and families throughout the year | | |
| 2.5 | Ongoing attendance and withdrawal monitoring/training by Academic Advisors | Attendance and withdrawal metrics reviewed by Academic Advisor team on a weekly basis and used for training on win-back strategies and re-engagement | | No |
| 2.6 | Consistent live session schedule | Master schedule developed to provide consistent structure for students and eliminate conflicts in their schedules | | No |
| 2.7 | Data conferencing | Weekly tracking of live session attendance used for data conferencing with teachers to provide support to students missing live attendance and to guide the development of classroom climate | | No |
| 2.8 | Automatic attendance alerts | Ongoing automatic attendance alerts sent to families on a daily basis to encourage live session attendance. | | No |
| 2.9 | Interpreter and translation services | Provide interpreter and translation services so families who speak a language other than English will be engaged in school. | \$1,418.26 | Yes |
| 2.10 | Learning Coach Support/Communication | Monthly live Learning Coach University sessions and monthly school newsletters to better engage families i school programs and events. | | No |
| 2.11 | Student activities | Frequent and regular student outings (both virtual and in-person), virtual assemblies, clubs, and support groups to provide multiple methods of engagement for students and encourage school connectedness. | | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------------|---|-------------|--------------|
| 2.12 | Trauma Guidance Counselor | Leads and coordinates support programs for students, including mental health and grief support groups; communicates resources throughout the year to support student well-being; and provides training and support to the rest of the staff on trauma-informed practices. | \$85,692.88 | Yes |
| 2.13 | Student and Family Champion | Works directly with homeless, foster, and runaway youth and any other students experiencing crisis or difficult situations to ensure that they have access to community resources and school materials. | \$35,848.00 | No |

Goal Analysis [2022-23]

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

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

All actions were implemented as planned in the 22-23 school year.

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

An explanation of how effective the specific actions were in making progress toward the goal.

The RAISE team monitored and worked with student struggling with attendance non-compliance, as well as working 1/1 with students struggling with progress in courses (Action 2.2) resulting in a decreased withdrawal rate overall as compared with our baseline and year one metrics. Current overall withdrawal rate decreased by 1.05%. The Academic Advisor (Action 2.4) role also positively contributed to the decrease in withdrawal rate as each advisor monitored student engagement and attendance (Action 2.5) within the program on a daily basis, offering consistent support, as well as working to decrease barriers for student success within the program. Consistent data conferencing within each school department (Action 2.7) also contributed to the decrease in withdrawal rate, as all staff reflected on engagement, attendance, progress and overall student achievement consistently to ensure student needs are addressed within the program.

In addition to the RAISE team and Academic Advisor role support, (Action 2.2, 2.4 and 2.5), yearly attendance rate was positively impacted with an increase of 1.36% overall with the implementation of automatic attendance alerts (action 2.8). Daily attendance alerts deployed each period, supporting students by providing consistent attendance accountability and working to inform learning coaches of student truancy.

Strong Start Orientation (Action 2.1) and Walk to Class Orientation (Action 2.3) led to an increase in overall live session attendance rate by 14.37% as all students and families were actively introduced and trained on student success strategies, enrollment requirements, as well as student and family expectations before the start of school, as well as during the first week of school. Continued consistent live session schedule (Action 2.6) also allows student consistency within daily procedural expectations. Establishing these live attendance expectations early on within the student experience positively contributes to the increase within live session attendance rates.

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

The RAISE team and Academic Advisor role support (Action 2.2, 2.4 and 2.5) also led to a decreased in chronic absenteeism schoolwide by 14.10%. Consistent data conferencing within each school department (Action 2.7) also contributed to the decrease in chronic absenteeism, as all staff consistently reflected on engagement, attendance, progress, and student achievement to ensure student needs were being addressed within the program. Additionally, the trauma guidance counselor (Action 2.12) led to a decrease in the student dropout rate by 2.80% and maintenance of a 0% suspension and expulsion rate by implementing a holistic approach to student support, providing and overseeing various support groups, creating a series of mental health videos and messages, and providing support to staff members in handling students with past trauma. Support from the Student and Family Champion also enabled the school to ensure that all learners had access to school and to needed resources. She tracked and maintained contact with students and families dealing with homelessness, foster placement, and crisis situations, provided community resources where necessary and available, and connected families with internet hotspots when needed.

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

The goal, metrics, desired outcomes, and actions remain mostly unchanged for the upcoming school year. A few notable adjustments are as follows:

- Action 2.9: Language assistance through interpreter and translation services continue to be offered at all schools. A bilingual Raise Coach was hired and has been present during annual EL Parent Meeting, Learning Coach University sessions, and ELAC meetings to support Spanish-speaking families.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

With the needs of students and families consistently changing, we need to continue to focus on conditions of learning. We need to continue to ensure all students have equitable access to appropriately assigned, experienced, and effective teachers. Also, ensure programs and services enable all students to access the state academic content standards and enrolled in a broad course of study.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|--|--|----------------|-----------------------------|
| a1. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching | SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0 | SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0 | SARC 100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0 | | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|--|----------------|-----------------------------|
| a2. Every pupil in the school district has sufficient access to standards-aligned instructional materials. | 2020 Dashboard Implementation of State Standards Local Indicator All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards. | 2021 Dashboard Implementation of State Standards Local Indicator All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards. | 2022 Dashboard Implementation of State Standards Local Indicator All courses are aligned to the appropriate standards via pacing guides. These guides are reviewed on a trimester basis and at the end of the year to ensure proper alignment. Teachers receive ongoing training on standards. Through their trainings, teachers create materials to support students in mastering the standards. | | Met |
| a3. School facilities are maintained in good repair | N/A Virtual independent study charter school with no brick and mortar school sites. | N/A Virtual independent study charter school with no brick and mortar school sites. | N/A Virtual independent study charter school with no brick and mortar school sites. | | N/A |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|----------------|-----------------------------|
| b1. Implementation of the academic content and performance standards adopted by the state board | 2020 Dashboard Implementation of State Standards Local Indicator Standard Met | 2021 Dashboard Implementation of State Standards Local Indicator Standard Met | 2022 Dashboard Implementation of State Standards Local Indicator Standard Met | | Met |
| b2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency | 14.3% making progress towards English language proficiency | 6.3% English Language Proficiency Well Developed on ELPAC Level 4 | 6.25% of English Language Proficiency Well-Developed on ELPAC (level 4) | | 20% |
| g1. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable | SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials | SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials | SARC 100% of Pupils in the school have sufficient access to the standards aligned instructional materials | | 100% |
| g2. Programs and services developed and provided to unduplicated pupils | SARC 100% of these student populations have access to all broad course of study and/or programs. | SARC 100% of these student populations have access to all broad course of study and/or programs | SARC 100% of these student populations have access to all broad course of study and/or programs | | 100% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|---|---|---|----------------|-----------------------------|
| g3. Programs and services developed and provided to individuals with exceptional needs | SARC 100% of students with disabilities have access to all broad course of study and/or programs | SARC 100% of students with disabilities have access to all broad course of study and/or programs | SARC 100% of students with disabilities have access to all broad course of study and/or programs | | 100% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 3.1 | Student ISP Reimbursement | Provide an internet subsidy for students who qualify for free and reduced lunch. | \$49,681.20 | Yes |
| 3.2 | Teachers | Provide highly qualified fully credentialed teachers. Salary increases and/or bonuses granted to better attract and retain highly qualified and credentialed instructional staff. | \$119,109.05 | Yes |
| 3.4 | McKinney Vento and Foster Youth Liaison | McKinney Vento and Foster Youth Liaison will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need based, and include providing students living in a homeless situation a Kajeet Hotspot so they can access their online classes. | \$2,600.00 | No |

Goal Analysis [2022-23]

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

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

All actions were implemented as planned in the 22-23 school year.

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

An explanation of how effective the specific actions were in making progress toward the goal.

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

All students, including unduplicated pupils, maintained access to appropriately credentialed and assigned teachers (Action 3.2). Teachers worked throughout the year to align course content to academic standards and to evaluate student data continuously to evaluate standards mastery. This ensured that 100% of students had access to standards-aligned instructional materials throughout the school year. To retain high-quality teachers, salary increases and bonuses were given.

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

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

The goal, metrics, desired outcomes, and actions remain unchanged for the upcoming school year.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Due to the low graduation rate, a focus goal is needed. The overall graduation rate for the school in the previous year was 66%. The following subgroups show a need in grad rate, as they fell below the schoolwide rate:

Students with Disabilities – 65.6%

Hispanic – 58.5%

English Learners – 50%

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------|--|---|--|----------------|---|
| e5. Graduation rate | Graduation Rate 2020 – 66% African American – 79.5% White – 72.3% Socioeconomically Disadvantaged – 66.1% Students with Disabilities – 65.6% Hispanic – 58.5% English Learners – 50% | 2021 Dashboard 55.4% English Learners – 35.7% Students with Disabilities – 49.20% Socioeconomically Disadvantaged – 53% Hispanic – 53.8% White – 56.1% African American – 60% | Dashboard 2022 67.6% English Learners – 52.9% Students with Disabilities – 69.5% Socioeconomically Disadvantaged – 69.3% Hispanic – 70.8% White – 66.7% | | At least 79% across the school and in all subgroups |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--------------------------------|--|--------------------------|----------------|-----------------------------|
| | | | African American – 74.1% | | |
| e. Student views of grad plans (average of the year) | 62% | 72.75% | 77.05% | | 85% |
| d5. EL Proficiency | 2019 ELPAC proficiency: 14.29% | 44.1% EL pass rate 2021 Dashboard English Language Proficiency Well Developed on ELPAC (Level 4) 6.3% | 6.25% | | 20% proficient |
| d6. EL Reclassification Rate Source: Dataquest | 40% | 41.2% *Comparison to Prior Year Counts The 2020–21 Reclassified Fluent English Proficient (RFEP) student enrollment counts may be lower due to difficulties experienced by local educational agencies (LEAs) while transitioning to remote administration of the initial and summative English Language Proficiency Assessments for California (ELPAC) during “distance- | 15.5% | | 50% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|--|----------------|-----------------------------|
| | | learning” resulting from the COVID-19 pandemic. | | | |
| d5. Percentage of English learner pupils who make progress toward English proficiency Source: Dashboard | 2022 46.2% making progress towards English language proficiency | 2021 No data available | 2022 46.2% making progress towards English language proficiency | | 50% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|--------------|--------------|
| 4.1 | Graduation Plans | All students are provided a graduation plan, detailing their credits and courses earned and deficient toward graduation, within 6 weeks of the beginning of each term. Communication and explanation of grad plans via multiple methods and at various times throughout the year are provided to ensure that students understand what is needed to graduate. | \$45,271.17 | No Yes |
| 4.2 | RAISE and Counseling Team Support for Potential Graduates | Potential graduates are prioritized for RAISE support, including providing back-on-track plans, re-engaging students, connecting students with resources, holding tutoring/small group live sessions, and frequently communicating with families and students. Counselors work individually with potential graduates to provide individualized guidance and support to provide every opportunity for student's to graduate. | \$128,001.52 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------|--|--------------|--------------|
| 4.3 | ELD Coordinator | ELD Coordinator will review EL student data, provide academic supports based on ELPAC and STAR360 scores in order to increase EL graduation rate data. | \$101,313.32 | Yes |
| 4.4 | ELD Specialist | ELD Specialist will provide instruction on ELD standards, monitor and review EL data, and provide academic supports to EL population. | | |

Goal Analysis [2022-23]

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

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

All actions were implemented as planned in the 22-23 school year, including a new action (4.4 ELD Specialist), which was included to support increased enrollment of English Learners.

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.

An explanation of how effective the specific actions were in making progress toward the goal.

The RAISE and counseling teams identified students as potential graduates and provided support in the form of back-on-track plans, re-engagement techniques, relationship-building, constant communication, and additional resources as needed to help these students see their potential for meeting graduation requirements (Action 4.2). As a result, ISCA saw an increase in overall graduation rate of 12.2%. Students with disabilities increased by 20.3%, socioeconomically disadvantaged students increased by 16.3%, the Hispanic subgroup increased by 17%, the subgroup of White students increased by 10.6%, and the African American student subgroup increased by 14.1%.

To ensure that students are informed about their credit status and have a vision of graduating, every student is provided with a graduation plan that outlines this information (Action 4.1). All students are also required to meet with their counselors for an individual conference once each term to review graduation status and expectations. Counseling staff utilized support classrooms to ensure students have viewed their grad plans and attended their conferences. Grad plan views increased over 4% from the previous year. Data collection for the 22-23 school year is still ongoing; however, currently graduation plan views are at 92% and average attendance at counselor conferences is above 90%.

Because the graduation rate of the English Learner subgroup had decreased dramatically from the 19-20 school year to the 20-21 school year, an ELD Coordinator was hired (Action 4.3) to create a more robust ELD program at the school. By the 21-22 school year, the graduation rate of English Learners increased by 17.2%, but there is still much room to grow. EL proficiency rate maintained from the previous year, but the reclassification rate saw a decrease. In response to this and to growth in English Learner enrollment, an ELD specialist was also hired on (Action 4.4) during this school year to best support these learners.

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

The goal, metrics, desired outcomes, and actions remain mostly unchanged for the upcoming school year. A few notable adjustments are as follows:

- Action 4.4 ELD Specialist: An ELD Specialist was hired in April to support an increasing English Learner population.
- EL proficiency and reclassification metrics were moved from Goal 1, as they were deemed more appropriate here, in connection with the ELD Coordinator and Specialist role

actions

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$1,087,364 | \$494,726 |

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 |
|---|-----------------------------|-------------------------|---|
| 27.16% | 7.74% | \$266,961.77 | 34.89% |

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1: Pupil Outcomes

In our analysis of the performance of our English Learners and low-income students on our internal assessment (Star 360) over the course of the 20-21 school year, we found that 75% of our low-income students made growth in math but did not make growth in reading, and that 44.4% of our English learners made growth in math and 33.3% made growth in reading. While our numbers in these subgroups are quite small, we recognize the need to focus on the performance gaps of these students. In order to address these needs, we instituted a robust data analysis process, in which teachers focused on identifying students' learning gaps so that they can be remediated (Action 7). Our instructional coach continues to work with teachers to improve instructional practices, and both of these practices will continue into next school year. Teachers will utilize non-instructional days to create action plans for their pacing and instruction based on their analysis of the data, as well as to create formative assessments within their PLC groups to assess student growth throughout each term (Action 6). Additionally, professional development is planned for the next school year, focused on addressing learning gaps across all contents, which should benefit all students. PD topics will include assessment and rubrics, SEL, and instructional best practices like differentiation, engagement strategies, and tools for monitoring and assessing independent work (Action 2).

Goal 2: Engagement

In our analysis of chronic absenteeism rates, we found that English Learners (40%) and students with disabilities (41.3%) performed slightly better than the overall rate (44.3%) and lowest among the subgroups. All other measured subgroups performed near the overall rate, and Hispanic/Latino (46.6%) and low-income students (47.7%) had rates that were slightly higher than the overall rate. In order to support engagement for our lower-performing subgroups, we continued our system of monitoring daily attendance through the student information system and following up with students missing three or more days on at least a weekly basis. (Action 2) We then supplemented with an automated contact system during each period of the school day. Academic Advisors focused their data dig meetings on reducing missed attendance in target subgroups and implementing specific actions to immediately impact engagement and attendance. The RAISE team will continue to work with students to identify the root causes of students' lack of academic success, develop school habits, and establish relationships with students and families, in conjunction with the trauma guidance counselor (Action 2 & 12). The RAISE team will continue providing action plans for individual students to increase their engagement and communication with the school, and the trauma counselor will continue coordinating support services for students. We will also offer engagement opportunities to all students, including outings, clubs, and support groups, which we expect will benefit all students (Action 11). However, because of the current disparity in rates for these students, we expect the chronic absenteeism to decrease and graduation rate to increase at a greater rate for our EL and low-income students than for all students.

Goal 4: Graduation Rate

In our analysis of graduation rates on our DASS graduation rate report, we found that our socioeconomically disadvantaged students performed close to our overall rate (53% vs. 55.4%). Our English learner subgroup performed the lowest of all subgroups at only 35.7%. Because of the lower proficiency rates for EL and low-income students, we expect the math and ELA proficiency rates for these subgroups will increase significantly more than the average proficiency of all students, thus closing the gap. EL Learners will continue to receive differentiated instruction in core classes as well as supplemental instruction via the new ELD coordinator position (Action 3).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the schoolwide actions described above, in order to address the condition for EL in pupil outcomes and engagement, we continue to increase ELD instruction and extra support for EL through supplemental resources and ELD specific coursework. ELs will receive this in addition to what is offered to all students. Language assistance will be provided to all families when needed. To ensure equitable

access to our online curriculum, low-income students may receive an internet reimbursement (Goal 3, Action 1). We expect this to provide equitable services to low-income which in turn will close the achievement gap between low-income and all students.

The school calculates its minimum proportionality percentage will be 24%. This percentage is the benchmark with which we will measure our plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in Goals and Actions section, we believe sufficient services will be provided to meet or exceed the mandated minimum percentage.

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.

In Goal 3, Action 2, you will see where the LCFF Concentration add-on grant was used to make sure we hired and maintained high quality teachers to support unduplicated students.

| 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 | NA | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | NA | NA |

2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$620,584.68 | | | \$278,722.00 | \$899,306.68 | \$782,969.09 | \$116,337.59 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|-------------|-------------------|-------------|---------------|--------------|
| 1 | 1.1 | Lesson planning and standards alignment | English Learners Foster Youth Low Income | \$4,214.87 | | | \$4,725.00 | \$8,939.87 |
| 1 | 1.2 | Professional development | English Learners Foster Youth Low Income | \$4,152.33 | | | \$13,847.00 | \$17,999.33 |
| 1 | 1.3 | SAI (Specialized Academic Instruction) | Students with Disabilities | | | | | |
| 1 | 1.4 | Intervention program | Low Performing Students | | | | \$157,911.00 | \$157,911.00 |
| 1 | 1.5 | Data conferencing | All | | | | \$2,140.00 | \$2,140.00 |
| 1 | 1.6 | Non-Instructional Days | All | | | | | |
| 1 | 1.7 | Assessment data analysis | English Learners Foster Youth Low Income | \$28,090.28 | | | | \$28,090.28 |
| 1 | 1.8 | Independent work | All | | | | | |
| 1 | 1.9 | Automatic progress updates | English Learners Foster Youth Low Income | \$799.27 | | | | \$799.27 |
| 1 | 1.11 | Develop college and career readiness offerings | All | | | | | |
| 2 | 2.1 | Strong Start Orientation | All | | | | | |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|--------------|-------------------|-------------|---------------|--------------|
| 2 | 2.2 | Ongoing attendance/withdrawal monitoring by RAISE Team | English Learners Foster Youth Low Income | \$91,180.53 | | | \$23,311.00 | \$114,491.53 |
| 2 | 2.3 | Walk to Class Orientation | All | | | | | |
| 2 | 2.4 | Academic Advisor Role | All | | | | | |
| 2 | 2.5 | Ongoing attendance and withdrawal monitoring/training by Academic Advisors | All | | | | | |
| 2 | 2.6 | Consistent live session schedule | All | | | | | |
| 2 | 2.7 | Data conferencing | All | | | | | |
| 2 | 2.8 | Automatic attendance alerts | All | | | | | |
| 2 | 2.9 | Interpreter and translation services | English Learners | \$1,418.26 | | | | \$1,418.26 |
| 2 | 2.10 | Learning Coach Support/Communication | All | | | | | |
| 2 | 2.11 | Student activities | All | | | | | |
| 2 | 2.12 | Trauma Guidance Counselor | English Learners Foster Youth Low Income | \$85,692.88 | | | | \$85,692.88 |
| 2 | 2.13 | Student and Family Champion | Low Performing Students | | | | \$35,848.00 | \$35,848.00 |
| 3 | 3.1 | Student ISP Reimbursement | Low Income | \$49,681.20 | | | | \$49,681.20 |
| 3 | 3.2 | Teachers | English Learners Foster Youth Low Income | \$119,109.05 | | | | \$119,109.05 |
| 3 | 3.4 | McKinney Vento and Foster Youth Liaison | MKV/Foster Youth - Students with Disabilities | | | | \$2,600.00 | \$2,600.00 |
| 4 | 4.1 | Graduation Plans | All English Learners Foster Youth Low Income | \$37,712.17 | | | \$7,559.00 | \$45,271.17 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|--------------|-------------------|-------------|---------------|--------------|
| 4 | 4.2 | RAISE and Counseling Team Support for Potential Graduates | English Learners Foster Youth Low Income | \$97,220.52 | | | \$30,781.00 | \$128,001.52 |
| 4 | 4.3 | ELD Coordinator | English Learners | \$101,313.32 | | | | \$101,313.32 |
| 4 | 4.4 | ELD Specialist | | | | | | |

2023-24 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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$4,003,768 | \$1,087,364 | 27.16% | 7.74% | 34.89% | \$620,584.68 | 11.76% | 27.26 % | Total: | \$620,584.68 |
| | | | | | | | | LEA-wide Total: | \$0.00 |
| | | | | | | | | Limited Total: | \$102,731.58 |
| | | | | | | | | Schoolwide Total: | \$517,853.10 |

| 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 | Lesson planning and standards alignment | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$4,214.87 | |
| 1 | 1.2 | Professional development | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$4,152.33 | |
| 1 | 1.7 | Assessment data analysis | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$28,090.28 | |
| 1 | 1.9 | Automatic progress updates | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$799.27 | |
| 2 | 2.2 | Ongoing attendance/withdrawal monitoring by RAISE Team | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$91,180.53 | |
| 2 | 2.9 | Interpreter and translation services | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$1,418.26 | |

| 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 (%) |
|------|----------|---|---|--|--|-------------|--|---|
| 2 | 2.12 | Trauma Guidance Counselor | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$85,692.88 | |
| 3 | 3.1 | Student ISP Reimbursement | Yes | Schoolwide | Low Income | All Schools | \$49,681.20 | |
| 3 | 3.2 | Teachers | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$119,109.05 | 11.76% |
| 4 | 4.1 | Graduation Plans | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$37,712.17 | |
| 4 | 4.2 | RAISE and Counseling Team Support for Potential Graduates | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | \$97,220.52 | |
| 4 | 4.3 | ELD Coordinator | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | \$101,313.32 | |

2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$845,021.27 | \$600,612.09 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Lesson planning and standards alignment | Yes X | \$18,043.00 | \$7,976 |
| 1 | 1.2 | Professional development | Yes X | \$93,182.00 | \$23,041 |
| 1 | 1.3 | SAI (Specialized Academic Instruction) | No X | | |
| 1 | 1.4 | Intervention program <i>Low Performing Students</i> | No X | \$153,000.00 | |
| 1 | 1.5 | Data conferencing | No X | | |
| 1 | 1.6 | Non-Instructional Days | No X | | |
| 1 | 1.7 | Assessment data analysis | Yes X | \$26,671.00 | \$33,166 |
| 1 | 1.8 | Independent work | Yes X | \$0.00 | \$28 |
| 1 | 1.9 | Automatic progress updates | Yes X | \$799.27 | \$809 |
| 1 | 1.11 | Develop college and career readiness offerings | No | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 2 | 2.1 | Strong Start Orientation | No | | |
| 2 | 2.2 | Ongoing attendance/withdrawal monitoring by RAISE Team | Yes | \$145,371.00 | \$123,934 |
| 2 | 2.3 | Walk to Class Orientation | No | | |
| 2 | 2.4 | Academic Advisor Role | No | | |
| 2 | 2.5 | Ongoing attendance and withdrawal monitoring/training by Academic Advisors | No | | \$53 |
| 2 | 2.6 | Consistent live session schedule | No | | |
| 2 | 2.7 | Data conferencing | No | | |
| 2 | 2.8 | Automatic attendance alerts | No | | |
| 2 | 2.9 | Interpreter and translation services | Yes | \$2,684.00 | \$6,344.33 |
| 2 | 2.10 | Learning Coach Support/Communication | No | | |
| 2 | 2.11 | Student activities | No | | |
| 2 | 2.12 | Trauma Guidance Counselor | Yes | \$50,276.00 | \$53,113 |
| 2 | 2.13 | Student and Family Champion | No | \$17,500.00 | \$34,161 |

| 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) |
|--------------------|----------------------|---|--|--|---|
| | | | <i>Low Performing Students</i> | | |
| 3 | 3.1 | Student ISP Reimbursement | Yes X | \$46,743.00 | \$46,743.00 |
| 3 | 3.2 | Teachers | Yes X | \$131,531.00 | \$130,471.01 |
| 3 | 3.4 | McKinney Vento and Foster Youth Liaison | No <i>McKinney/Foster Youth</i> | \$2,600.00 | \$2,000.00 |
| 4 | 4.1 | Graduation Plans | No X | | \$286 |
| 4 | 4.2 | RAISE and Counseling Team Support for Potential Graduates | Yes X | \$107,347.00 | \$75,787 |
| 4 | 4.3 | ELD Coordinator | Yes X | \$49,274.00 | \$62,699.75 |

2022-23 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) |
|--|---|---|--|--|--|--|
| \$907,350.00 | \$475,101.27 | \$481,636.85 | (\$6,535.58) | 10.20% | 9.73% | -0.47% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 1 | 1.1 | Lesson planning and standards alignment | Yes | \$18,043.00 | \$7,485.95 | | |
| 1 | 1.2 | Professional development | Yes | \$25,182.00 | \$14,633.57 | | |
| 1 | 1.7 | Assessment data analysis | Yes | \$26,671.00 | \$28,693.64 | | |
| 1 | 1.8 | Independent work | Yes | \$0.00 | 0 | | |
| 1 | 1.9 | Automatic progress updates | Yes | \$799.27 | \$799.27 | | |
| 2 | 2.2 | Ongoing attendance/withdrawal monitoring by RAISE Team | Yes | \$94,951.00 | \$99,441.34 | | |
| 2 | 2.9 | Interpreter and translation services | Yes | \$2,684.00 | \$6,344.33 | | |
| 2 | 2.12 | Trauma Guidance Counselor | Yes | \$50,276.00 | \$48,403.87 | | |
| 3 | 3.1 | Student ISP Reimbursement | Yes | \$46,743.00 | \$46,743.00 | | |
| 3 | 3.2 | Teachers | Yes | \$131,531.00 | \$130,471.01 | 10.2% | 9.73% |
| 4 | 4.2 | RAISE and Counseling Team Support for Potential Graduates | Yes | \$28,947.00 | \$35,921.12 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
| 4 | 4.3 | ELD Coordinator | Yes | \$49,274.00 | \$62,699.75 | | |

2022-23 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$3,451,117.00 | \$907,350.00 | 7.74% | 31.42% | \$481,636.85 | 9.73% | 23.69% | \$266,961.77 | 7.74% |

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2021–22. | Enter information in this box when completing the LCAP for 2021–22. | Enter information in this box when completing the LCAP for 2022–23. Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24. Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25. Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric. |

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are **the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + 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
January 2022

**TO: INSIGHT SCHOOL OF CALIFORNIA
GOVERNING BOARD**

BOARD REPORT # 01

VIA: INSIGHT STAFF

September 14, 2023

APPROVED

SUBJECT: FY 2022-23 Unaudited Actual Revenue and Expenditure Report

PROPOSAL:

It is proposed that the Governing Board of Insight School of California ratify the FY 2022-23 Unaudited Actual Revenue and Expenditure Report.

BACKGROUND:

The Unaudited Actual Revenue and Expenditure Report represents the current financial status of the school for the 2022-23 fiscal year. This report shows revenues meeting all operating costs with no deficit. K12, Inc. has agreed, under the terms of the Educational Products and Services Agreement, to issue invoice credits, to be applied to Support Services Fees invoices so that Insight School of California's 2022-23 audited financial statements will show a balanced budget.

BUDGET IMPLICATIONS:

There are no budget implications.

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Ratify the Unaudited Actual Revenue and Expenditure Report for the 2022-23 fiscal year on behalf of Insight School of California

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

Kimberly Odom
Head of School

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

Kimberly Odom
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 9/14/2023

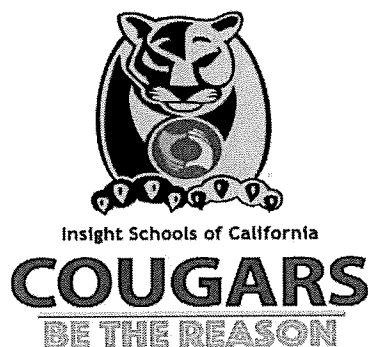
| Name | Aye | No | Abstain | Absent | Moved | Second |
|-----------------|-----|----|---------|--------|-------|--------|
| Kelly Fellows | X | | | | X | |
| Devon Freitas | X | | | | | X |
| Frank Wilson | X | | | | | |
| Melissa Brandon | | | | X | | |

Insight School of California

Board Presentation

Fiscal Year 2022-23

Unaudited Actuals





Insight School of California

Summary of Changes from Fiscal Year 2022-23 Estimated Actuals

| Category | Current | Incr (Decr) | Reason |
|--------------------|--------------|-------------|---|
| ADA | 306 | 2 | ADA increase from FY23 Estimated Actuals |
| LCFF Revenue | \$ 4,399,460 | \$ 40,993 | Final FY23 P2 LCFF Funding |
| Restricted Revenue | \$ 1,649,369 | \$ 252,758 | Primarily due to increase in Federal IDEA SPED funding, an increase in Lottery funding due to prior year adjustment |
| Expenses | \$ 6,179,867 | \$ 424,788 | Primarily due to a decrease in estimated FY 2022-23 K12 Invoice Credits |

Fiscal Year 2022-23 Unaudited Actuals Highlights

| | | |
|---------------------|--------------|--|
| SB740 | 51.0% | Certificated salaries and benefits, as a percent of revenue, is 11.0% higher than required |
| | 86.3% | Instruction and instruction-related services, as a percent of revenue, is 6.4% higher than required |
| K12 Invoice Credits | \$ (157,338) | Amount of credits issued by K12 for Fiscal Year 2022-23, which guarantee the school does not end the year with a deficit |



Insight School of California

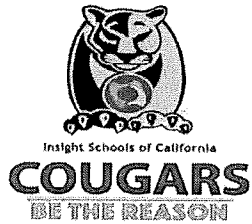
Fiscal Year 2022-23

Unaudited Actuals Comparison

| Description | Object Code | 2022-23 Adopted Budget | 2022-23 First Interim Budget | 2022-23 Second Interim Budget | 2022-23 Estimated Actuals | 2022-23 Unaudited Actuals | vs. Estimated Actuals Increase (Decrease) | |
|--|-------------|------------------------|------------------------------|-------------------------------|---------------------------|---------------------------|---|---------------|
| | | | | | | | \$ Difference | % Change |
| P2 ADA | | 288 | 287 | 284 | 304 | 306 | 2 | 0.54% a |
| A. REVENUES | | | | | | | | |
| 1. LCFF/Revenue Limit Sources | 8010-8099 | \$ 3,999,347 | \$ 4,128,778 | \$ 4,067,933 | \$ 4,358,467 | \$ 4,399,460 | \$ 40,993 | 0.94% b |
| 2. Federal Revenues | 8100-8299 | 672,963 | 649,970 | 636,712 | 630,087 | 838,536 | 208,449 | 33.08% c |
| 3. Other State Revenues | 8300-8599 | 355,431 | 358,223 | 324,964 | 766,523 | 810,833 | 44,309 | 5.78% d |
| 4. Other Local Revenues | 8600-8799 | 2,021 | - | - | 2 | 131,038 | 131,036 | 7702849.87% e |
| 5. TOTAL REVENUES | | \$ 5,029,762 | \$ 5,136,971 | \$ 5,029,609 | \$ 5,755,079 | \$ 6,179,867 | \$ 424,788 | 7.38% f |
| B. EXPENDITURES | | | | | | | | |
| 1. Certificated Salaries | 1000-1999 | \$ 2,011,123 | \$ 1,761,100 | \$ 1,922,633 | \$ 2,010,160 | \$ 2,066,824 | \$ 56,664 | 2.82% g |
| 2. Non-certificated Salaries | 2000-2999 | 199,340 | 231,174 | 242,496 | 236,326 | 228,898 | (7,428) | -3.14% h |
| 3. Employee Benefits | 3000-3999 | 749,504 | 662,921 | 720,164 | 757,092 | 784,087 | 26,995 | 3.57% i |
| 4. Books and Supplies | 4000-4999 | 848,096 | 874,097 | 917,023 | 941,961 | 951,706 | 9,745 | 1.03% j |
| 5. Services and Other Operating Expenditures | 5000-5999 | 1,207,524 | 1,592,393 | 1,210,382 | 1,789,671 | 2,126,296 | 336,624 | 18.81% k |
| 6. Capital Outlay | 6000-6999 | 14,174 | 15,287 | 16,911 | 19,869 | 22,056 | 2,187 | 11.01% l |
| 7. Other Outgo | 7100-7499 | - | - | - | - | - | - | - |
| 8. TOTAL EXPENDITURES | | \$ 5,029,762 | \$ 5,136,971 | \$ 5,029,609 | \$ 5,755,079 | \$ 6,179,867 | \$ 424,788 | 7.38% m |
| 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 ADA increase from FY23 Estimated Actuals
- b Final FY23 P2 LCFF Funding
- c Primarily due to an increase in final Federal SPED IDEA funding
- d Due to an increase in final State SPED funding and an increase in accrued Lottery funding
- e School's allocation of certificated salaries higher than previously estimated
- f School's allocation of classified salaries lower than previously estimated
- g Due to an increase in STRS & PERS as a percent of salaries
- h Actual student-driven instructional materials higher than previously estimated
- i Primarily due to a decrease in estimated FY 2022-23 K12 Invoice Credits
- j Actual asset purchases higher than estimated



Insight School of California

Fiscal Year 2022-23 Unaudited Actuals

| Senate Bill 740 Instructional Cost | | |
|--|--------------------|---------------------|
| Certificated Salaries and Benefits | Object Code | Total |
| Certificated Teacher Salaries | 1100 | \$ 2,065,983 |
| Cert. Supervisors' and Admin. Salaries | 1300 | \$ - |
| Additional Certificated Personnel Pay | 1900 | \$ 841 |
| Certificated Employee Benefits | 3000-3999 | \$ 669,681 |
| Special Ed. - Certificated Contract Services (Certificated Portion - 80%) | 5100 | \$ 412,439 |
| Certificated Staff Cost | | \$ 3,148,944 |
| Non-Certificated Support Salaries | 2200 | \$ 228,898 |
| Non-Certificated Employee Benefits | 3000-3999 | \$ 114,406 |
| Approved Textbooks and Core Curricula Materials | 4100 | \$ 944,017 |
| Materials and Supplies | 4300 | \$ 7,689 |
| Special Ed. - Certificated Contract Services (Non-certificated portion - 20%) | 5100 | \$ 103,110 |
| Travel and Conferences | 5200 | \$ 48,141 |
| Inst. Computers/Printers/Leasing | 5600 | \$ 263,237 |
| Contract - Student Instructional Technology (7%) | 5800 | \$ 405,854 |
| Other Instructional and Operating Expenditures | 5800 | \$ 6,053 |
| ISP Services/Telephone | 5900 | \$ 65,728 |
| Instruction & Instruction-Related Costs | | \$ 2,187,133 |
| Total Instructional Cost | | \$ 5,336,078 |

| SB 740 Requirement | Expenditures | Federal & State Revenues | % Spent (Expenditures / Revenues) |
|---|------------------|--------------------------|-----------------------------------|
| A. Certificated Teachers' Salaries and Benefits | \$ 3,148,944 | \$ 6,179,867 | 50.95% |
| B. Total Instructional Costs | \$ 5,336,078 | \$ 6,179,867 | 86.35% |
| C. PTR (Pupil-Teacher Ratio) | 14.38 : 1 | | |

Note:

In order to qualify for a 100% funding recommendation from ACCS, Insight School of California 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) 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 2022-23 will show a balanced budget.

| K12 Charges | Original Invoice | Invoice Credits | Revised Invoice |
|---|---------------------|---------------------|---------------------|
| Support Services Fees (13%) | \$ 753,729 | \$ (157,338) | \$ 596,391 |
| Technology Fees (7%) | \$ 405,854 | \$ - | \$ 405,854 |
| Instruction Materials | \$ 127,248 | \$ - | \$ 127,248 |
| OLS - Curriculum & Development | \$ 746,121 | \$ - | \$ 746,121 |
| Inst. Computers/Printers/Leasing | \$ 245,643 | \$ - | \$ 245,643 |
| Total Net K12, Inc.-Related Expenditures | \$ 2,278,596 | \$ (157,338) | \$ 2,121,258 |

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT – ALTERNATIVE FORM
July 1, 2022 to June 30, 2023

CHARTER SCHOOL CERTIFICATION

Charter School Name: Insight School of California
CDS #: 15-63628-0127209
Charter Approving Entity: Maricopa Unified
County: Kern
Charter #: 1491

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

| For County Fiscal Contact: | For Approving Entity: | For Charter School: |
|----------------------------|-----------------------|-------------------------|
| Marcos Gamino | Michael Coleman | Francis Burke |
| Name | Name | Name |
| District Fiscal Analyst | Superintendent | Chief Business Official |
| Title | Title | Title |
| 661-636-4285 | 661-979-2658 | 805-232-4142 |
| Telephone | Telephone | Telephone |
| magamino@kern.org | mcoleman@musd.email | fburke@caliva.org |
| Email address | Email address | Email address |

To the entity that approved the charter school:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: September 14, 2023
Charter School Official
(Original signature required)
Printed Name: Kimberly Odom Title: Head of School

To the County Superintendent of Schools:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Printed Name: Michael Coleman Title: Superintendent

To the Superintendent of Public Instruction:

2022-23 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT – ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS
 FINANCIAL REPORT – ALTERNATIVE FORM

July 1, 2022 to June 30, 2023

Charter School Name: Insight School of California
 CDS #: 15-63628-0127209
 Charter Approving Entity: Maricopa Unified
 County: Kern
 Charter #: 1491

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

| Description | Object Code | Unrestricted | Restricted | Total |
|---|-----------------|--------------|--------------|--------------|
| A. REVENUES | | | | |
| 1. LCFF Sources | | | | |
| State Aid - Current Year | 8011 | 4,045,262.00 | | 4,045,262.00 |
| Education Protection Account State Aid - Current Year | 8012 | 341,014.00 | | 341,014.00 |
| State Aid - Prior Years | 8019 | (46,344.00) | | (46,344.00) |
| Transfers to Charter Schools in Lieu of Property Taxes | 8096 | 59,528.00 | | 59,528.00 |
| Other LCFF Transfers | 8091, 8097 | | | 0.00 |
| Total, LCFF Sources | | 4,399,460.00 | 0.00 | 4,399,460.00 |
| 2. Federal Revenues (see NOTE in Section L) | | | | |
| No Child Left Behind/Every Student Succeeds Act | 8290 | | 125,641.00 | 125,641.00 |
| Special Education - Federal | 8181, 8182 | | 250,131.00 | 250,131.00 |
| Child Nutrition - Federal | 8220 | | | 0.00 |
| Donated Food Commodities | 8221 | | | 0.00 |
| Other Federal Revenues | 8110, 8260-8299 | | 462,764.00 | 462,764.00 |
| Total, Federal Revenues | | 0.00 | 838,536.00 | 838,536.00 |
| 3. Other State Revenues | | | | |
| Special Education - State | StateRevSE | | 666,052.00 | 666,052.00 |
| All Other State Revenues | StateRev AO | 59,489.00 | 85,292.00 | 144,781.00 |
| Total, Other State Revenues | | 59,489.00 | 751,344.00 | 810,833.00 |
| 4. Other Local Revenues | | | | |
| All Other Local Revenues | LocalRev AO | 131,038.00 | | 131,038.00 |
| Total, Local Revenues | | 131,038.00 | 0.00 | 131,038.00 |
| 5. TOTAL REVENUES | | | | |
| | | 4,589,987.00 | 1,589,880.00 | 6,179,867.00 |
| B. EXPENDITURES (see NOTE in Section L) | | | | |
| 1. Certificated Salaries | | | | |
| Certificated Teachers' Salaries | 1100 | 1,347,964.00 | 718,019.00 | 2,065,983.00 |
| Certificated Pupil Support Salaries | 1200 | | | 0.00 |
| Certificated Supervisors' and Administrators' Salaries | 1300 | | | 0.00 |
| Other Certificated Salaries | 1900 | 841.00 | | 841.00 |
| Total, Certificated Salaries | | 1,348,805.00 | 718,019.00 | 2,066,824.00 |
| 2. Noncertificated Salaries | | | | |
| Noncertificated Instructional Salaries | 2100 | | | 0.00 |
| Noncertificated Support Salaries | 2200 | 74,501.00 | 154,397.00 | 228,898.00 |
| Noncertificated Supervisors' and Administrators' Salaries | 2300 | | | 0.00 |
| Clerical, Technical and Office Salaries | 2400 | | | 0.00 |
| Other Noncertificated Salaries | 2900 | | | 0.00 |
| Total, Noncertificated Salaries | | 74,501.00 | 154,397.00 | 228,898.00 |
| 3. Employee Benefits | | | | |
| STRS | 3101-3102 | 257,622.00 | 137,142.00 | 394,764.00 |
| PERS | 3201-3202 | 18,901.00 | 39,171.00 | 58,072.00 |
| OASDI / Medicare / Alternative | 3301-3302 | 34,190.00 | 20,957.00 | 55,147.00 |

| | | | | |
|---|-------------|--------------|--------------|--------------|
| Health and Welfare Benefits | 3401-3402 | 135,626.00 | 106,512.00 | 242,138.00 |
| Unemployment Insurance | 3501-3502 | 4,888.00 | 2,998.00 | 7,886.00 |
| Workers' Compensation Insurance | 3601-3602 | 16,167.00 | 9,915.00 | 26,082.00 |
| OPEB, Allocated | 3701-3702 | | | 0.00 |
| OPEB, Active Employees | 3751-3752 | | | 0.00 |
| Other Employee Benefits | 3901-3902 | | | 0.00 |
| Total, Employee Benefits | | 467,394.00 | 316,695.00 | 784,089.00 |
| 4. Books and Supplies | | | | |
| Approved Textbooks and Core Curricula Materials | 4100 | 937,052.00 | 6,965.00 | 944,017.00 |
| Books and Other Reference Materials | 4200 | | | 0.00 |
| Materials and Supplies | 4300 | 7,686.00 | 3.00 | 7,689.00 |
| Noncapitalized Equipment | 4400 | | | 0.00 |
| Food | 4700 | | | 0.00 |
| Total, Books and Supplies | | 944,738.00 | 6,968.00 | 951,706.00 |
| 5. Services and Other Operating Expenditures | | | | |
| Subagreements for Services | 5100 | | 515,549.00 | 515,549.00 |
| Travel and Conferences | 5200 | 11,537.00 | 36,604.00 | 48,141.00 |
| Dues and Memberships | 5300 | 7,274.00 | 1,191.00 | 8,465.00 |
| Insurance | 5400 | 18,362.00 | | 18,362.00 |
| Operations and Housekeeping Services | 5500 | 2,413.00 | | 2,413.00 |
| Rentals, Leases, Repairs, and Noncap. Improvements | 5600 | 263,237.00 | | 263,237.00 |
| Transfers of Direct Costs | 5700-5799 | | | 0.00 |
| Professional/Consulting Services and Operating Expend. | 5800 | 1,199,452.00 | 4,946.00 | 1,204,398.00 |
| Communications | 5900 | 63,072.00 | 2,657.00 | 65,729.00 |
| Total, Services and Other Operating Expenditures | | 1,565,347.00 | 560,947.00 | 2,126,294.00 |
| 6. Capital Outlay | | | | |
| (Objects 6100-6170, 6200-6500 modified accrual basis only) | | | | |
| Land and Land Improvements | 6100-6170 | | | 0.00 |
| Buildings and Improvements of Buildings | 6200 | | | 0.00 |
| Books and Media for New School Libraries or Major | | | | |
| Expansion of School Libraries | 6300 | | | 0.00 |
| Equipment | 6400 | | | 0.00 |
| Equipment Replacement | 6500 | | | 0.00 |
| Lease Assets | 6600 | | | 0.00 |
| Depreciation Expense (accrual basis only) | 6900 | 22,056.00 | | 22,056.00 |
| Amortization Expense - Lease Assets | 6910 | | | 0.00 |
| Total, Capital Outlay | | 22,056.00 | 0.00 | 22,056.00 |
| 7. Other Outgo | | | | |
| Tuition to Other Schools | 7110-7143 | | | 0.00 |
| Transfers of Pass-Through Revenues to Other LEAs | 7211-7213 | | | 0.00 |
| Transfers of Apportionments to Other LEAs - Spec. Ed. | 7221-7223SE | | | 0.00 |
| Transfers of Apportionments to Other LEAs - All Other | 7221-7223AO | | | 0.00 |
| All Other Transfers | 7281-7299 | | | 0.00 |
| Transfers of Indirect Costs | 7300-7399 | | | 0.00 |
| Debt Service: | | | | |
| Interest | 7438 | | | 0.00 |
| Principal (for modified accrual basis only) | 7439 | | | 0.00 |
| Total Debt Service | | 0.00 | 0.00 | 0.00 |
| Total, Other Outgo | | 0.00 | 0.00 | 0.00 |
| 8. TOTAL EXPENDITURES | | 4,422,841.00 | 1,757,026.00 | 6,179,867.00 |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) | | 167,146.00 | (167,146.00) | 0.00 |
| D. OTHER FINANCING SOURCES / USES | | | | |
| 1. Other Sources | 8930-8979 | | | 0.00 |

| | | | | | |
|--|--------------------|--------------------|---------------------|-------------------|--------------|
| Less: | | | | | |
| 2. Other Uses | 7630-7699 | | | | 0.00 |
| 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) | 8980-8999 | (17,380.00) | 17,380.00 | | 0.00 |
| 4. TOTAL OTHER FINANCING SOURCES / USES | | (17,380.00) | 17,380.00 | | 0.00 |
| E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4) | | 149,766.00 | (149,766.00) | | 0.00 |
| F. FUND BALANCE / NET POSITION | | | | | |
| 1. Beginning Fund Balance/Net Position | | | | | |
| a. As of July 1 | 9791 | (161,236.00) | 161,236.00 | | 0.00 |
| b. Adjustments/Restatements | 9793, 9795 | 11,470.00 | (11,470.00) | | 0.00 |
| c. Adjusted Beginning Fund Balance /Net Position | | (149,766.00) | 149,766.00 | | 0.00 |
| 2. Ending Fund Balance /Net Position, June 30 (E+F1c) | | 0.00 | 0.00 | | 0.00 |
| Components of Ending Fund Balance (Modified Accrual Basis only) | | | | | |
| a. Nonspendable | | | | | |
| 1. Revolving Cash (equals Object 9130) | 9711 | | | | 0.00 |
| 2. Stores (equals Object 9320) | 9712 | | | | 0.00 |
| 3. Prepaid Expenditures (equals Object 9330) | 9713 | | | | 0.00 |
| 4. All Others | 9719 | | | | 0.00 |
| b. Restricted | 9740 | | | | 0.00 |
| c. Committed | | | | | |
| 1. Stabilization Arrangements | 9750 | | | | 0.00 |
| 2. Other Commitments | 9760 | | | | 0.00 |
| d. Assigned | 9780 | | | | 0.00 |
| e. Unassigned/Unappropriated | | | | | |
| 1. Reserve for Economic Uncertainties | 9789 | | | | 0.00 |
| 2. Unassigned/Unappropriated Amount | 9790M | | | | 0.00 |
| 3. Components of Ending Net Position (Accrual Basis only) | | | | | |
| a. Net Investment in Capital Assets | 9796 | 0.00 | 0.00 | | 0.00 |
| b. Restricted Net Position | 9797 | | | | 0.00 |
| c. Unrestricted Net Position | 9790A | 0.00 | 0.00 | | 0.00 |
| | Description | Object Code | Unrestricted | Restricted | Total |
| G. ASSETS | | | | | |
| 1. Cash | | | | | |
| In County Treasury | 9110 | | | | 0.00 |
| Fair Value Adjustment to Cash in County Treasury | 9111 | | | | 0.00 |
| In Banks | 9120 | 709,790.00 | 834,080.00 | | 1,543,870.00 |
| In Revolving Fund | 9130 | | | | 0.00 |
| With Fiscal Agent/Trustee | 9135 | | | | 0.00 |
| Collections Awaiting Deposit | 9140 | | | | 0.00 |
| 2. Investments | 9150 | | | | 0.00 |
| 3. Accounts Receivable | 9200 | 1,658,605.00 | 993,608.00 | | 2,652,213.00 |
| 4. Due from Grantor Governments | 9290 | | | | 0.00 |
| 5. Stores | 9320 | | | | 0.00 |
| 6. Prepaid Expenditures (Expenses) | 9330 | 40,886.00 | 29,184.00 | | 70,070.00 |
| 7. Other Current Assets | 9340 | | | | 0.00 |
| 8. Lease Receivable | 9380 | | | | 0.00 |
| 9. Capital Assets (accrual basis only) | 9400-9489 | 68,114.00 | | | 68,114.00 |
| 10. TOTAL ASSETS | | 2,477,395.00 | 1,856,872.00 | | 4,334,267.00 |
| H. DEFERRED OUTFLOWS OF RESOURCES | | | | | |
| 1. Deferred Outflows of Resources | 9490 | | | | 0.00 |
| 2. TOTAL DEFERRED OUTFLOWS | | 0.00 | 0.00 | | 0.00 |
| I. LIABILITIES | | | | | |
| 1. Accounts Payable | 9500 | 2,477,395.00 | 866,475.00 | | 3,343,870.00 |
| 2. Due to Grantor Governments | 9590 | 0.00 | 173,755.00 | | 173,755.00 |
| 3. Current Loans | 9640 | | | | 0.00 |
| 4. Unearned Revenue | 9650 | | 816,642.00 | | 816,642.00 |

| | | | | |
|---|-----------|--------------|--------------|--------------|
| 5. Long-Term Liabilities (accrual basis only) | 9660-9669 | | | 0.00 |
| 6. TOTAL LIABILITIES | | 2,477,395.00 | 1,856,872.00 | 4,334,267.00 |
| J. DEFERRED INFLOWS OF RESOURCES | | | | |
| 1. Deferred Inflows of Resources | 9690 | | | 0.00 |
| 2. TOTAL DEFERRED INFLOWS | | 0.00 | 0.00 | 0.00 |
| K. FUND BALANCE /NET POSITION | | | | |
| Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2) | | | | |
| (must agree with Line F2) | | | | |
| | | 0.00 | 0.00 | 0.00 |

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

| Federal Program Name (If no amounts, indicate "NONE") | Capital Outlay | Debt Service | Total |
|---|----------------|--------------|-------|
| a. NONE | \$ | | 0.00 |
| b. | | | 0.00 |
| c. | | | 0.00 |
| d. | | | 0.00 |
| e. | | | 0.00 |
| f. | | | 0.00 |
| g. | | | 0.00 |
| h. | | | 0.00 |
| i. | | | 0.00 |
| j. | | | 0.00 |
| TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE | 0.00 | 0.00 | 0.00 |

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

| Objects of Expenditures | Amount (Enter "0.00" if none) |
|--|----------------------------------|
| a. Certificated Salaries 1000-1999 | 0.00 |
| b. Noncertificated Salaries 2000-2999 | 0.00 |
| c. Employee Benefits 3000-3999 except 3801-3802 | 0.00 |
| d. Books and Supplies 4000-4999 | 0.00 |
| e. Services and Other Operating Expenditures 5000-5999 | 0.00 |
| TOTAL COMMUNITY SERVICES EXPENDITURES | 0.00 |

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

| Date of Presidential Disaster Declaration | Brief Description i.e., COVID-19 (If no amounts, indicate "None") | Amount |
|--|---|--------|
| a. | | |
| b. | | |
| c. | | |
| d. | | |
| TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative) | | 0.00 |

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2021-22 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2024-25.

| | |
|---|--------------|
| a. Total Expenditures (B8) | 6,179,867.00 |
| b. Less Federal Expenditures (Total A2) | |
| [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred] | 838,536.00 |
| c. Subtotal of State & Local Expenditures | 5,341,331.00 |
| [a minus b] | |
| d. Less Community Services | 0.00 |
| [L2 Total] | |
| e. Less Capital Outlay & Debt Service | 22,056.00 |
| [Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910] | |
| f. Less Supplemental Expenditures made as the result of a Presidentially | 0.00 |

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$ 5,319,275.00

**TO: INSIGHT SCHOOL OF CALIFORNIA
GOVERNING BOARD**

APPROVED

BOARD REPORT # 02

VIA: INSIGHT STAFF

September 14, 2023

SUBJECT: The ratification of disbursements made by Insight School of California from May 2023 through July 2023.

PROPOSAL:

It is proposed that the Governing Board of Insight School of California ratify the disbursements made by the school from May 2023 through July 2023.

BACKGROUND:

On a monthly basis, Insight School of California 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 May 2023 through July 2023.

BUDGET IMPLICATIONS:

The total disbursements for the months of May, June, and July 2023 were \$302,747, \$344,855, and \$247,537 respectively.

RECOMMENDATIONS:

It is recommended that the Governing Board ratify the disbursements made by Insight School of California from May 2023 through July 2023.

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

| | |
|----------------|-------------------|
| Kimberly Odom | Arlene Arroyo |
| Head of School | Financial Analyst |

PRESENTED BY:

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

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 9/14/2023

| Name | Aye | No | Abstain | Absent | Moved | Second |
|-----------------|-----|----|---------|--------|-------|--------|
| Kelly Fellows | X | | | | | |
| Devon Freitas | X | | | | | X |
| Frank Wilson | X | | | | X | |
| Melissa Brandon | | | | X | | |

Insight School of California
Board Disbursements A/P Payment History Summary
May 01, 2023 - May 31, 2023

| Vendor | Amount |
|---|-------------------|
| Insperty(Insight School of CA) | 195,545.24 |
| California State Teacher's Retirement(Insight School of CA) | 57,863.18 |
| Christopher Chaidez dba Upward Bound School Inc.(Insight School of CA) | 7,725.00 |
| Virtual Technologies Group, Inc.(Insight School of CA) | 7,532.93 |
| JEM FBO CAVA@Maricopa HS 403b Plan(Insight School of CA) | 5,506.00 |
| The Help Group - North Hills Prep(Insight School of CA) | 4,511.76 |
| Green Hasson Janks(Insight School of CA) | 4,000.00 |
| Anchor Counseling & Education Solutions(Insight School of CA) | 3,735.22 |
| State Board of Equalization(Insight School of CA) | 2,529.88 |
| California Teachers Association(Insight School of CA) | 2,304.00 |
| EBS Healthcare Inc.(Insight School of CA) | 1,852.00 |
| E-Therapy LLC(Insight School of CA) | 1,799.10 |
| Effectual Educational Consulting Service(Insight School of CA) | 1,786.06 |
| Communicology, Inc., DBA Connect Teletherapy(Insight School of CA) | 1,377.50 |
| EMHSports USA, Inc(Insight School of CA) | 1,020.00 |
| TalkPath Live(Insight School of CA) | 593.77 |
| National TeleTherapy Resources, a Speech Pathology Corp.(Insight School of CA) | 522.48 |
| WestView School of Arts and Technology(Insight School of CA) | 455.12 |
| El Paseo Children's Center, Inc.(Insight School of CA) | 440.00 |
| The Miri Center. A Professional Psychological Corporation(Insight School of CA) | 402.51 |
| Cornerstone Educational Solutions(Insight School of CA) | 400.00 |
| Braille Abilities, LLC(Insight School of CA) | 247.50 |
| Adapted Child's Play(Insight School of CA) | 246.67 |
| A1 Speech Therapy, Inc.(Insight School of CA) | 120.00 |
| CDW Government(Insight School of CA) | 92.11 |
| Florida Department of Financial Services(Insight School of CA) | 61.90 |
| Children's Therapy Network(Insight School of CA) | 52.50 |
| Foundations Therapy Service(Insight School of CA) | 24.25 |
| Grand Total | 302,746.68 |

K12 : SA : Full Financials CA Node : ISCA
 Board Disbursements A/P Payment History by Vendor
 May 01, 2023 - May 31, 2023

Options: Show Zeros

| Transaction | Bill Type | Date | Document Number | Memo | Amount |
|---|--------------|------------|--------------------|--------------------|------------|
| Bill Payment #3409 - California Teachers Association(Insight School of CA) | Bill | 05/12/2023 | 042023 | Union Dues - | (2,304.00) |
| | Bill Payment | 05/12/2023 | 3409 | | 2,304.00 |
| | | | | | 0.00 |
| Bill Payment #3423 - Communicology, Inc., DBA Connect Teletherapy(Insight School of CA) | Bill | 05/25/2023 | INV-00771 | | (57.50) |
| | Bill | 05/25/2023 | INV-00768 | | (516.67) |
| | Bill Payment | 05/25/2023 | 3423 | | 574.17 |
| Bill Payment #3410 - Communicology, Inc., DBA Connect Teletherapy(Insight School of CA) | Bill | 05/12/2023 | INV-00745 | | (688.33) |
| | Bill | 05/12/2023 | INV-00747 | | (115.00) |
| | Bill Payment | 05/12/2023 | 3410 | | 803.33 |
| | | | | | 0.00 |
| Bill Payment #3425 - EBS Healthcare Inc.(Insight School of CA) | Bill | 05/25/2023 | INV-02613 | | (222.24) |
| | Bill Payment | 05/25/2023 | 3425 | | 222.24 |
| Bill Payment #3404 - EBS Healthcare Inc.(Insight School of CA) | Bill | 05/11/2023 | INV-02532 | | (296.32) |
| | Bill | 05/12/2023 | INV-02550 | | (1,074.16) |
| | Bill | 05/12/2023 | INV-02589 | | (259.28) |
| | Bill Payment | 05/12/2023 | 3404 | | 1,629.76 |
| | | | | | 0.00 |
| Bill Payment #3426 - Effectual Educational Consulting Service(Insight School of CA) | Bill | 05/25/2023 | INV-06620 | | (502.50) |
| | Bill | 05/25/2023 | INV-06632 | | (1,254.39) |
| | Bill Payment | 05/25/2023 | 3426 | | 1,756.89 |
| Bill Payment #3405 - Effectual Educational Consulting Service(Insight School of CA) | Bill | 05/11/2023 | INV-06575 | | (29.17) |
| | Bill Payment | 05/12/2023 | 3405 | | 29.17 |
| | | | | | 0.00 |
| Bill Payment #3411 - EMHSports USA, Inc(Insight School of CA) | Bill | 05/12/2023 | INV-03128 | | (1,020.00) |
| | Bill Payment | 05/12/2023 | 3411 | | 1,020.00 |
| | | | | | 0.00 |
| Bill Payment #3424 - E-Therapy LLC(Insight School of CA) | Bill | 05/25/2023 | INV-06310 | | (823.60) |
| | Bill Payment | 05/25/2023 | 3424 | | 823.60 |
| Bill Payment #3403 - E-Therapy LLC(Insight School of CA) | Bill | 05/11/2023 | INV-06058 | | (519.00) |
| | Bill | 05/11/2023 | INV-06059 | | (67.50) |
| | Bill | 05/11/2023 | INV-06197 | | (23.33) |
| | Bill | 05/12/2023 | INV-06261 | | (11.67) |
| | Bill | 05/12/2023 | INV-06275 | | (286.50) |
| | Bill | 05/12/2023 | INV-06285 | | (67.50) |
| | Bill Payment | 05/12/2023 | 3403 | | 975.50 |
| | | | | | 0.00 |
| Bill Payment #ACH 05.26.23 - JEM FBO CAVA@Maricopa HS 403b Plan(Insight School of CA) | Bill | 05/26/2023 | ISCA 403b 05.25.23 | ISCA 403b 05.25.23 | (2,756.00) |
| | Bill Payment | 05/26/2023 | ACH 05.26.23 | ISCA 403b 05.25.23 | 2,756.00 |
| Bill Payment #ACH 05.12.23 - JEM FBO CAVA@Maricopa HS 403b Plan(Insight School of CA) | Bill | 05/12/2023 | ISCA 403b 05.10.23 | ISCA 403b 05.10.23 | (2,750.00) |
| | Bill Payment | 05/12/2023 | ACH 05.12.23 | ISCA 403b 05.10.23 | 2,750.00 |
| | | | | | 0.00 |
| Bill Payment #3429 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight School of CA) | Bill | 05/25/2023 | INV-04913 | | (120.19) |
| | Bill Payment | 05/25/2023 | 3429 | | 120.19 |
| Bill Payment #3407 - National TeleTherapy Resources, a Speech Pathology Corp.(Insight School of CA) | Bill | 05/11/2023 | INV-04707 | | (18.33) |
| | Bill | 05/12/2023 | INV-04757 | | (206.06) |
| | Bill | 05/12/2023 | INV-04802 | | (141.24) |
| | Bill | 05/12/2023 | INV-04818 | | (36.66) |
| | Bill Payment | 05/12/2023 | 3407 | | 402.29 |
| | | | | | 0.00 |
| Bill Payment #3413 - PrentGraf Ltd dba TalkPath Live(Insight School of CA) | Bill | 05/12/2023 | INV-00639 | | (593.77) |
| | Bill Payment | 05/12/2023 | 3413 | | 593.77 |
| | | | | | 0.00 |
| Bill Payment #3418 - Anchor Counseling & Education Solutions(Insight School of CA) | Bill | 05/25/2023 | INV-06031 | | (150.00) |
| | Bill | 05/25/2023 | INV-06052 | | (150.00) |
| | Bill | 05/25/2023 | INV-06039 | | (150.00) |
| | Bill | 05/25/2023 | INV-06075 | | (593.76) |
| | Bill Payment | 05/25/2023 | 3418 | | 1,043.76 |

K12 : SA : Full Financials CA Node : ISCA
Board Disbursements A/P Payment History by Vendor
May 01, 2023 - May 31, 2023

Options: Show Zeros

| Transaction | Bill Type | Date | Document Number | Memo | Amount |
|--|--------------|------------|------------------------|------------------------|--------------|
| Bill Payment #3400 - Anchor Counseling & Education Solutions(Insight School of CA) | Bill | 05/11/2023 | INV-05967 | | (1,098.75) |
| | Bill | 05/12/2023 | INV-05981 | | (1,208.75) |
| | Bill | 05/12/2023 | INV-05999 | | (383.96) |
| | Bill Payment | 05/12/2023 | 3400 | | 2,691.46 |
| | | | | | 0.00 |
| Bill Payment #3406 - El Paseo Children's Center, Inc.(Insight School of CA) | Bill | 05/11/2023 | INV-00681 | | (290.00) |
| | Bill | 05/12/2023 | INV-00693 | | (60.00) |
| | Bill | 05/12/2023 | INV-00699 | | (90.00) |
| | Bill Payment | 05/12/2023 | 3406 | | 440.00 |
| | | | | | 0.00 |
| Bill Payment #3412 - Foundations Therapy Service(Insight School of CA) | Bill | 05/12/2023 | INV-00711 | | (24.25) |
| | Bill Payment | 05/12/2023 | 3412 | | 24.25 |
| | | | | | 0.00 |
| Bill Payment #3421 - Christopher Chaidez dba Upward Bound School Inc.(Insight School of CA) | Bill | 05/25/2023 | INV-00089 | | (300.00) |
| | Bill | 05/25/2023 | INV-00092 | | (5,175.00) |
| | Bill Payment | 05/25/2023 | 3421 | | 5,475.00 |
| Bill Payment #3402 - Christopher Chaidez dba Upward Bound School Inc.(Insight School of CA) | Bill | 05/11/2023 | INV-00087 | | (2,250.00) |
| | Bill Payment | 05/12/2023 | 3402 | | 2,250.00 |
| | | | | | 0.00 |
| Bill Payment #ACH 05.16.23 - State Board of Equalization(Insight School of CA) | Bill | 04/30/2023 | ISCA Use Tax - Apr 23 | ISCA Use Tax - Apr 23 | (2,529.88) |
| | Bill Payment | 05/16/2023 | ACH 05.16.23 | ISCA Use Tax - Apr 23 | 2,529.88 |
| | | | | | 0.00 |
| Bill Payment #3414 - The Help Group - North Hills Prep(Insight School of CA) | Bill | 05/12/2023 | CVA0323NHP | | (4,511.76) |
| | Bill Payment | 05/12/2023 | 3414 | | 4,511.76 |
| | | | | | 0.00 |
| Bill Payment #3431 - California State Teacher's Retirement(Insight School of CA) | Bill | 05/26/2023 | Insight CA May 23 STRS | Insight CA May 23 STRS | (57,863.18) |
| | Bill Payment | 05/26/2023 | 3431 | Insight CA May 23 STRS | 57,863.18 |
| | | | | | 0.00 |
| Bill Payment #ACH May 2023 - Insperty(Insight School of CA) | Bill | 05/31/2023 | 05.01.23 to 05.31.23 | 05.01.23 to 05.31.23 | (195,545.24) |
| | Bill Payment | 05/31/2023 | ACH May 2023 | 05.01.23 to 05.31.23 | 195,545.24 |
| | | | | | 0.00 |
| Bill Payment #3428 - Marnie J Young dba Adapted Child's Play(Insight School of CA) | Bill | 05/25/2023 | INV-00296 | | (246.67) |
| | Bill Payment | 05/25/2023 | 3428 | | 246.67 |
| | | | | | 0.00 |
| Bill Payment #3430 - Virtual Technologies Group, Inc.(Insight School of CA) | Bill | 05/25/2023 | 201547 | | (1,045.30) |
| | Bill Payment | 05/25/2023 | 3430 | | 1,045.30 |
| Bill Payment #3416 - Virtual Technologies Group, Inc.(Insight School of CA) | Bill | 05/12/2023 | 201167 | | (2,999.02) |
| | Bill | 05/12/2023 | 201224 | | (3,156.60) |
| | Bill | 05/12/2023 | 201239 | | (187.38) |
| | Bill | 05/12/2023 | 201496 | | (144.63) |
| | Bill Payment | 05/12/2023 | 3416 | | 6,487.63 |
| Amount Unapplied - Bill Payment #3416 - Virtual Technologies Group, Inc.(Insight School of CA) | | | | | 0.00 |
| | | | | | 0.00 |
| Bill Payment #3415 - The Miri Center. A Professional Psychological Corporation(Insight School of CA) | Bill | 05/12/2023 | INV-00305 | | (402.51) |
| | Bill Payment | 05/12/2023 | 3415 | | 402.51 |
| | | | | | 0.00 |
| Bill Payment #3408 - A1 Speech Therapy, Inc.(Insight School of CA) | Bill | 05/12/2023 | INV-00204 | | (120.00) |
| | Bill Payment | 05/12/2023 | 3408 | | 120.00 |
| | | | | | 0.00 |
| Bill Payment #3420 - Children's Therapy Network(Insight School of CA) | Bill | 05/25/2023 | INV-01053 | | (52.50) |
| | Bill Payment | 05/25/2023 | 3420 | | 52.50 |
| | | | | | 0.00 |
| Bill Payment #1139 - Florida Department of Financial Services(Insight School of CA) | Bill | 05/12/2023 | 05012023 | | (61.90) |
| | Bill Payment | 05/12/2023 | 1139 | | 61.90 |
| | | | | | 0.00 |
| Bill Payment #3401 - Braille Abilities, LLC(Insight School of CA) | Bill | 05/11/2023 | INV-00046 | | (247.50) |

K12 : SA : Full Financials CA Node : ISCA
 Board Disbursements A/P Payment History by Vendor
 May 01, 2023 - May 31, 2023

Options: Show Zeros

| Transaction | Bill Type | Date | Document Number | Memo | Amount |
|--|--------------|------------|-----------------|------|-------------------|
| CA) | Bill Payment | 05/12/2023 | 3401 | | 247.50 |
| | | | | | 0.00 |
| Bill Payment #3417 - WestView School of Arts and Technology(Insight School of CA) | Bill | 05/12/2023 | ISC0323WV | | (455.12) |
| | Bill Payment | 05/12/2023 | 3417 | | 455.12 |
| | | | | | 0.00 |
| Bill Payment #3419 - CDW Government(Insight School of CA) | Bill | 05/25/2023 | JK28086 | | (30.61) |
| | Bill | 05/25/2023 | JK28087 | | (30.61) |
| | Bill | 05/25/2023 | JK93854 | | (30.89) |
| | Bill Payment | 05/25/2023 | 3419 | | 92.11 |
| | | | | | 0.00 |
| Bill Payment #3422 - Christy Bock dba Cornerstone Educational Solutions (Insight School of CA) | Bill | 05/25/2023 | INV-00259 | | (400.00) |
| | Bill Payment | 05/25/2023 | 3422 | | 400.00 |
| | | | | | 0.00 |
| Bill Payment #3427 - Green Hasson Janks(Insight School of CA) | Bill | 05/25/2023 | 74011 | | (500.00) |
| | Bill | 05/25/2023 | 74352 | | (3,500.00) |
| | Bill Payment | 05/25/2023 | 3427 | | 4,000.00 |
| | | | | | 0.00 |
| | | | | | 0.00 |
| Total | | | | | 302,746.68 |

Transaction Summary

Insight at California

| Vendor | Amount |
|--|--------|
| NCS Pearson, Inc. | 455.08 |
| Law Offices of Young, Minney & Corr, LLP | 452.05 |
| Care Solace, Inc. | 441.22 |
| Pitney Bowes Bank Inc Purchase Power | 280.69 |
| Barrington Staffing Services | 254.45 |
| UPS | 221.06 |
| Effectual Educational Consulting Service | 189.65 |
| DROPBOX, INC. | 189.60 |
| FusionPlus Inc | 126.25 |
| BILL.COM, INC. | 110.00 |
| WPS | 108.98 |
| Certified Languages International | 102.75 |
| AppleOne Employment Services | 93.99 |
| Apple Inc. | 65.11 |
| Select Staffing | 59.18 |
| DataBasics, Inc. | 58.89 |
| Supreme Facility Services, Inc. | 55.38 |
| The Back Room Inc | 53.87 |
| AXIS Teletherapy | 47.65 |
| De Lage Landen Financial Services Inc. | 44.61 |
| Comm-Core | 33.68 |
| Ontario Refrigeration | 32.14 |
| Quill Corporation | 22.82 |
| Staples | 19.45 |
| City of Simi Valley | 17.38 |
| Verizon Wireless | 16.79 |
| Academic Therapy Publications, Inc | 15.99 |
| Ray Morgan Company | 10.43 |
| Carmen Gomez Ruiz | 10.10 |
| OLIVE GARDEN | 9.92 |
| Amazon | 8.19 |
| Waste Management | 7.28 |
| ADT Commercial | 6.42 |
| Sparkletts | 6.39 |
| Dutch Ryan Plumbing | 4.21 |
| School Services of California, Inc. | 3.96 |
| Western Exterminator Company | 3.75 |
| Paper Recycling & Shredding | 3.30 |
| County Fire Protection | 2.95 |
| Pitney Bowes Global Financial Services | 2.62 |
| TARGET 00024620 | 2.26 |
| RED ROBIN | 2.14 |

Transaction Summary
Insight at California

| Vendor | Amount |
|--|-----------------|
| Doctors Wellness Company LLC dba WellnessMart MD | 2.09 |
| BULLDOG-SIMI VALLEY, INC. | 1.81 |
| Document Tracking Services | 0.00 |
| CITY OF CITRUS HEIGHTS | 0.00 |
| SQ *SAC TACOS | 0.00 |
| Facilitron, Inc | 0.00 |
| SQ *DJ DAN UTICA | 0.00 |
| Helix Charter High School | 0.00 |
| City of Vacaville | 0.00 |
| Intellivol, LLC | 0.00 |
| Academic Entertainment Inc. | 0.00 |
| StateFoodSafety | 0.00 |
| Grand Total | 3,656.53 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|---|--|--|------------------------|--------------------------------|--------------|----------------------|---------------|
| Carmen Gomez Ruiz | | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 2089 | April | 600.00 | 10.10 |
| | Operations and Housekeeping Ser | | | | | 600.00 | 10.10 |
| | Operations and Housekeeping Services Total | | | | | 600.00 | 10.10 |
| Carmen Gomez Ruiz Total | | | | | | 600.00 | 10.10 |
| Paper Recycling & Shredding | | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 543488 | April (4/13) | 98.00 | 1.65 |
| | Office Expense | | | LLC 544611 | April (4/27) | 98.00 | 1.65 |
| | Office Expense Total | | | | | 196.00 | 3.30 |
| Paper Recycling & Shredding Total | | | | | | 196.00 | 3.30 |
| Staples | | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 3535708720 | April (4/15) | 474.26 | 7.98 |
| | Office Expense | | | LLC 3537382749 | May (5/04) | 681.30 | 11.47 |
| | Office Expense Total | | | | | 1,155.56 | 19.45 |
| Staples Total | | | | | | 1,155.56 | 19.45 |
| UPS | | 54302 Postage & Delivery Expense : Messenger & Delivery | 101 General | LLC 000073Y68E163 | April (4/22) | 1,497.41 | 25.21 |
| | Shipping | | | LLC 000073Y68E173 | April (4/29) | 1,705.21 | 28.70 |
| | | | | LLC 000073Y68E183 | May (5/06) | 3,950.65 | 66.50 |
| | | | | LLC 000073Y68E193 | May (5/13) | 1,343.46 | 22.62 |
| | | | 280 SPED | LLC 000073Y68E203 | May (5/20) | 2,991.64 | 50.36 |
| | | | | LLC 0000V9159W163 | April (4/22) | 330.81 | 10.68 |
| | | | | LLC 0000V9159W173 | April (4/29) | 123.93 | 4.00 |
| | | | | LLC 0000V9159W183 | May (5/06) | 135.54 | 4.37 |
| | | | | LLC 0000V9159W193 | May (5/13) | 149.59 | 4.83 |
| | | | | LLC 0000V9159W203 | May (5/20) | 117.65 | 3.80 |
| | Shipping Total | | | | | 12,345.89 | 221.06 |
| UPS Total | | | | | | 12,345.89 | 221.06 |
| Waste Management | | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 6651731-0283-1 | May | 167.38 | 2.82 |
| | Operations and Housekeeping Ser | | | LLC 6651750-0283-1 | May | 264.85 | 4.46 |
| | Operations and Housekeeping Services Total | | | | | 432.23 | 7.28 |
| Waste Management Total | | | | | | 432.23 | 7.28 |
| AppleOne Employment Services | | 51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help | 101 General | LLC 01-6605542 | April (4/15) | 2,282.64 | 38.43 |
| | Outside Service | | | LLC 01-6609351 | April (4/22) | 2,031.36 | 34.20 |
| | Outside Service Total | | | LLC 01-6615897 | April (4/29) | 1,269.60 | 21.37 |
| | | | | | | 5,583.60 | 93.99 |
| AppleOne Employment Services Total | | | | | | 5,583.60 | 93.99 |
| Barrington Staffing Services | | 51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help | 101 General | LLC 42276 | April (4/23) | 963.20 | 16.21 |
| | Outside Service | | | LLC 42302 | April (4/30) | 1,655.50 | 27.87 |
| | | | | LLC 42326 | May (5/07) | 3,273.38 | 55.10 |
| | | | | LLC 42355 | May (5/14) | 3,333.58 | 56.12 |
| | | | 280 SPED | LLC 42276 | April (4/23) | 1,204.00 | 20.27 |
| | | | | LLC 42302 | April (4/30) | 1,173.90 | 19.76 |
| | | | | LLC 42326 | May (5/07) | 1,204.00 | 20.27 |
| | | | | LLC 42355 | May (5/14) | 1,204.00 | 38.85 |
| | Outside Service Total | | | | | 14,011.56 | 254.45 |
| Barrington Staffing Services Total | | | | | | 14,011.56 | 254.45 |
| DataBasics, Inc. | | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 0811483 | May | 3,498.40 | 58.89 |
| | Outside Service-General | | | | | 3,498.40 | 58.89 |
| | Outside Service-General Total | | | | | 3,498.40 | 58.89 |
| DataBasics, Inc. Total | | | | | | 3,498.40 | 58.89 |
| FusionPlus Inc | | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC INV-998 | May | 7,500.00 | 126.25 |
| | Outside Service-General | | | | | 7,500.00 | 126.25 |
| | Outside Service-General Total | | | | | 7,500.00 | 126.25 |
| FusionPlus Inc Total | | | | | | 7,500.00 | 126.25 |
| Law Offices of Young, Minney & Corr, LLP | | 51807 Professional Svcs & Outside Labor : Legal | 101 General | LLC 3857 | March | 810.00 | 390.95 |
| | Legal Fees | | | LLC 4448 | April | 6,072.50 | 0.00 |
| | | | | LLC 4498 | April | 3,630.00 | 61.11 |
| | | | 280 SPED | LLC 4448 | April | 325.00 | 0.00 |
| | Legal Fees Total | | | | | 10,837.50 | 452.05 |
| Law Offices of Young, Minney & Corr, LLP Total | | | | | | 10,837.50 | 452.05 |
| Sparkletts | | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 15182654 051423 | May (5/14) | 379.70 | 6.39 |
| | Office Expense | | | | | 379.70 | 6.39 |
| | Office Expense Total | | | | | 379.70 | 6.39 |
| Sparkletts Total | | | | | | 379.70 | 6.39 |
| Document Tracking Services | | 51801 Professional Svcs & Outside Labor : Other Professional Services | 320 Supp- ELD Services | LLC T-930650060 | April | 1,646.32 | 0.00 |
| | Outside Service-General | | | | | 1,646.32 | 0.00 |
| | Outside Service-General Total | | | | | 1,646.32 | 0.00 |
| Document Tracking Services Total | | | | | | 1,646.32 | 0.00 |
| Western Exterminator Company | | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 44910327 | May (5/03) | 222.85 | 3.75 |
| | Operations and Housekeeping Ser | | | | | 222.85 | 3.75 |
| | Operations and Housekeeping Services Total | | | | | 222.85 | 3.75 |
| Western Exterminator Company Total | | | | | | 222.85 | 3.75 |
| ADT Commercial | | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 150074557 | May | 381.13 | 6.42 |
| | Operations and Housekeeping Ser | | | | | 381.13 | 6.42 |
| | Operations and Housekeeping Services Total | | | | | 381.13 | 6.42 |
| ADT Commercial Total | | | | | | 381.13 | 6.42 |
| Pitney Bowes Bank Inc Purchase Power | | 54301 Postage & Delivery Expense : Postage | 101 General | LLC 8000-9090-1005-2145 051623 | May (5/16) | 16,674.30 | 280.69 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|---|---------------------------------|---|-----------------------|---|--|---|--------------------------------------|
| Pitney Bowes Bank Inc Purchase Postage Total | | | | | | 16,674.30 | 280.69 |
| Pitney Bowes Bank Inc Purchase | | | | | | 16,674.30 | 280.69 |
| Power Total | | | | | | 16,674.30 | 280.69 |
| The Back Room Inc | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC INV-1927 | April (4/30) | 3,200.00 | 53.87 |
| Outside Service-General Total | | | | | | 3,200.00 | 53.87 |
| The Back Room Inc Total | | | | | | 3,200.00 | 53.87 |
| Verizon Wireless | Telephone - Administration | 56504 Program Fees & Other Instructional : Admin - Telephone | 101 General | LLC 9934032879 | April | 997.47 | 16.79 |
| Telephone - Administration Total | | | | | | 997.47 | 16.79 |
| Verizon Wireless Total | | | | | | 997.47 | 16.79 |
| Doctors Wellness Company LLC dba WellnessMart MD | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC CVA20230430 | April (4/20) | 124.00 | 2.09 |
| Outside Service-General Total | | | | | | 124.00 | 2.09 |
| Doctors Wellness Company LLC dba WellnessMart MD Total | | | | | | 124.00 | 2.09 |
| Certified Languages International | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 320 Supp-ELD Services | LLC 74586043023 | April | 1,126.50 | 102.75 |
| Outside Service-General Total | | | | | | 1,126.50 | 102.75 |
| Certified Languages International Total | | | | | | 1,126.50 | 102.75 |
| Comm-Core | Communications | 53801 Phone & Internet Expense : Telephone | 101 General | LLC 1072981 | May | 2,000.52 | 33.68 |
| Communications Total | | | | | | 2,000.52 | 33.68 |
| Comm-Core Total | | | | | | 2,000.52 | 33.68 |
| School Services of California, Inc. | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 0137400-IN | May | 235.00 | 3.96 |
| Outside Service-General Total | | | | | | 235.00 | 3.96 |
| School Services of California, Inc. Total | | | | | | 235.00 | 3.96 |
| Effectual Educational Consulting Service | Subagreements for Services | 51817 Professional Svcs & Outside Labor : Special Education Professional Services | 280 SPED | LLC 9650 LLC 10544 | October March | 4,200.00 7,140.00 | 70.70 118.95 |
| Subagreements for Services Total | | | | | | 11,340.00 | 189.65 |
| Effectual Educational Consulting Service Total | | | | | | 11,340.00 | 189.65 |
| De Lage Landen Financial Services Inc. | Equipment Rental Expense | 53304 Facilities & Equipment Rental Expense : Equipment Rental | 101 General | LLC 79760344 | May | 2,650.19 | 44.61 |
| Equipment Rental Expense Total | | | | | | 2,650.19 | 44.61 |
| De Lage Landen Financial Services Inc. Total | | | | | | 2,650.19 | 44.61 |
| Ontario Refrigeration | Operations and Housekeeping Ser | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC GW26358 | May (5/11) | 1,909.00 | 32.14 |
| Operations and Housekeeping Services Total | | | | | | 1,909.00 | 32.14 |
| Ontario Refrigeration Total | | | | | | 1,909.00 | 32.14 |
| AXIS Teletherapy | Subagreements for Services | 51817 Professional Svcs & Outside Labor : Special Education Professional Services | 280 SPED | LLC 1950 | April | 2,860.00 | 47.65 |
| Subagreements for Services Total | | | | | | 2,860.00 | 47.65 |
| AXIS Teletherapy Total | | | | | | 2,860.00 | 47.65 |
| Supreme Facility Services, Inc. | Operations and Housekeeping Ser | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 3370 | May | 3,290.00 | 55.38 |
| Operations and Housekeeping Services Total | | | | | | 3,290.00 | 55.38 |
| Supreme Facility Services, Inc. Total | | | | | | 3,290.00 | 55.38 |
| Dutch Ryan Plumbing | Operations and Housekeeping Ser | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 8097 | May (5/19) | 250.00 | 4.21 |
| Operations and Housekeeping Services Total | | | | | | 250.00 | 4.21 |
| Dutch Ryan Plumbing Total | | | | | | 250.00 | 4.21 |
| City of Simi Valley | Utilities | 53302 Rent and Utilities : Utilities, CAM, and Real Estate | 101 General | 1020241547 | May | 1,032.50 | 17.38 |
| Utilities Total | | | | | | 1,032.50 | 17.38 |
| City of Simi Valley Total | | | | | | 1,032.50 | 17.38 |
| Select Staffing | Outside Service | 51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help | 101 General | LLC 8408816122 LLC 8408834299 LLC 8408842520 | April (4/16) April (4/23) April (4/30) | 1,260.00 995.40 3,515.40 | 21.21 16.76 59.18 |
| Outside Service Total | | | | | | 3,515.40 | 59.18 |
| Select Staffing Total | | | | | | 3,515.40 | 59.18 |
| Amazon | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | (blank) 8187418 8472255 8072239 9123449 | May May May May May | 83.72 42.30 102.94 245.21 12.39 | 1.41 0.71 1.73 4.13 0.21 |
| Office Expense Total | | | | | | 486.56 | 8.19 |
| Amazon Total | | | | | | 486.56 | 8.19 |
| Academic Entertainment Inc. | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 330 SUPP - Engagement | LLC 18546 | May (5/05) | 1,690.00 | 0.00 |
| School Event Total | | | | | | 1,690.00 | 0.00 |
| Academic Entertainment Inc. Total | | | | | | 1,690.00 | 0.00 |
| Apple Inc. | Computer Expense | 54811 Computer & Maintenance Expense : Repairs & Maintenance | 280 SPED | LLC A106100386 LLC A106791047 | February (2/08) February (2/11) | 500.00 3,193.15 | 8.42 53.75 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|---|---------------------------------------|---|----------------|--|--|--|---------------------------------------|
| Apple Inc. | Computer Expense | 54811 Computer & Maintenance | 280 SPED | LLC AL07320663 | February (2/10) | 175.00 | 2.95 |
| | Computer Expense Total | | | | | 3,868.15 | 65.11 |
| Apple Inc. Total | | | | | | 3,868.15 | 65.11 |
| Care Solace, Inc. | Prepaid Other | 13514 Prepaid Other | 740 Title IV | LLC 2023-11044 | May (5/01) | 51,000.00 | 441.22 |
| | Prepaid Other Total | | | | | 51,000.00 | 441.22 |
| Care Solace, Inc. Total | | | | | | 51,000.00 | 441.22 |
| DROPBOX, INC. | Computer Expense | 54811 Computer & Maintenance Expense : Repairs & Maintenance | 730 CSI | LLC 27849245 | April (4/18) | 1,500.00 | 189.60 |
| | Computer Expense Total | | | | | 1,500.00 | 189.60 |
| DROPBOX, INC. Total | | | | | | 1,500.00 | 189.60 |
| Intellivox, LLC | Prepaid Other | 13514 Prepaid Other | 300 Supp | LLC 3194 | September (9/0) | 250.00 | 0.00 |
| | Prepaid Other Total | | | | | 250.00 | 0.00 |
| Intellivox, LLC Total | | | | | | 250.00 | 0.00 |
| Pitney Bowes Global Financial Services | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 1022963021 | April (4/19) | 155.62 | 2.62 |
| | Office Expense Total | | | | | 155.62 | 2.62 |
| Pitney Bowes Global Financial Services Total | | | | | | 155.62 | 2.62 |
| Quill Corporation | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 31944036 LLC 32047770 LLC 32121596 LLC 32150184 LLC 32177989 | April (4/13) April (4/19) April (4/24) April (4/26) April (4/27) | 165.59 103.21 314.52 156.36 615.83 | 2.79 1.74 5.29 2.63 10.37 |
| | Office Expense Total | | | | | 1,355.51 | 22.82 |
| Quill Corporation Total | | | | | | 1,355.51 | 22.82 |
| Ray Morgan Company | Equipment Rental Expense | 55304 Facilities & Equipment Rental Expense : Equipment Rental | 101 General | LLC 4091133 | April (4/24) | 619.83 | 10.43 |
| | Equipment Rental Expense Total | | | | | 619.83 | 10.43 |
| Ray Morgan Company Total | | | | | | 619.83 | 10.43 |
| WPS | Materials and Supplies | 56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials | 280 SPED | LLC Q20770 LLC Q21533 | April (4/20) May (5/16) | 3,336.64 3,905.49 | 90.62 108.98 |
| | Materials and Supplies Total | | | | | 3,905.49 | 108.98 |
| WPS Total | | | | | | 3,905.49 | 108.98 |
| Academic Therapy Publications, Inc | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 280 SPED | LLC 312075 | May (5/19) | 474.50 | 15.99 |
| | Non K12 Curriculum Total | | | | | 474.50 | 15.99 |
| Academic Therapy Publications, Inc Total | | | | | | 474.50 | 15.99 |
| City of Vacaville | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 101 General | LLC 051823 | May (5/04) | 1,519.50 | 0.00 |
| | School Event Total | | | | | 1,519.50 | 0.00 |
| City of Vacaville Total | | | | | | 1,519.50 | 0.00 |
| County Fire Protection | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 23-28979 | May (5/11) | 175.00 | 2.95 |
| | Outside Service-General Total | | | | | 175.00 | 2.95 |
| County Fire Protection Total | | | | | | 175.00 | 2.95 |
| Facilitron, Inc | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 101 General | LLC TN2UURTWZDB6- 4 | May (5/18) | 914.36 | 0.00 |
| | School Event Total | | | | | 914.36 | 0.00 |
| Facilitron, Inc Total | | | | | | 914.36 | 0.00 |
| Helix Charter High School | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 101 General | LLC 051823 | May (5/18) | 1,500.00 | 0.00 |
| | School Event Total | | | | | 1,500.00 | 0.00 |
| Helix Charter High School Total | | | | | | 1,500.00 | 0.00 |
| NCS Pearson, Inc. | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 310 SUPP - CRE | LLC 21789301 | May (5/16) | 16,703.00 | 0.00 |
| | Non K12 Curriculum Total | | | | | 16,756.40 | 455.08 |
| | Prepaid Expense | 13514 Prepaid Other | 280 SPED | LLC Quote/Proforma # 200399 | May (5/02) | 16,756.40 | 455.08 |
| | Prepaid Expense Total | | | | | 33,459.40 | 455.08 |
| NCS Pearson, Inc. Total | | | | | | 33,459.40 | 455.08 |
| StateFoodSafety | Teacher Training | 56313 Program Fees & Other Instructional : Program Fees - Professional Development | 310 SUPP - CRE | LLC 051723 | May (5/12) | 260.00 | 0.00 |
| | Teacher Training Total | | | | | 260.00 | 0.00 |
| StateFoodSafety Total | | | | | | 260.00 | 0.00 |
| OLIVE GARDEN | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 115233208807 | May | 589.08 | 9.92 |
| | Office Expense Total | | | | | 589.08 | 9.92 |
| OLIVE GARDEN Total | | | | | | 589.08 | 9.92 |
| TARGET 00024620 | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 17674 15060 10849 | May May May | 99.58 6.00 28.93 | 1.68 0.10 0.49 |
| | Office Expense Total | | | | | 134.51 | 2.26 |
| TARGET 00024620 Total | | | | | | 134.51 | 2.26 |
| SQ *SAC TACOS | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 141 CAVA ASB | 13086 9945 | May May | 2,900.00 | 0.00 |
| | School Event Total | | | | | 3,159.00 | 0.00 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|--|-----------------------------------|---|--------------|----------------|-------------|----------------------|-----------------|
| SQ *SAC TACOS Total | | | | | | 3,159.00 | 0.00 |
| | | 56328 Program Fees & Other | | | | 511.50 | 0.00 |
| CITY OF CITRUS HEIGHTS | School Event | Instructional : Program Fees - School Events Expense | 141 CAVA ASB | 2673-3 | May | | |
| | | | | 2676-3 Deposit | May | 800.00 | 0.00 |
| | School Event Total | | | | | 1,311.50 | 0.00 |
| CITY OF CITRUS HEIGHTS Total | | | | | | 1,311.50 | 0.00 |
| | | 56328 Program Fees & Other | | | | 725.00 | 0.00 |
| SQ *DJ DAN UTICA | School Event | Instructional : Program Fees - School Events Expense | 141 CAVA ASB | 50 | May | | |
| | School Event Total | | | | | 725.00 | 0.00 |
| SQ *DJ DAN UTICA Total | | | | | | 725.00 | 0.00 |
| | | 52802 Office Supplies Expense : Office Supplies - COS | | | | 107.25 | 1.81 |
| BULLDOG-SIMI VALLEY, INC. | Office Expense | | 101 General | 213552098 | May | | |
| | Office Expense Total | | | | | 107.25 | 1.81 |
| BULLDOG-SIMI VALLEY, INC. Total | | | | | | 107.25 | 1.81 |
| | | 52802 Office Supplies Expense : Office Supplies - COS | | | | 127.39 | 2.14 |
| RED ROBIN | Office Expense | | 101 General | 490770 | May | | |
| | Office Expense Total | | | | | 127.39 | 2.14 |
| RED ROBIN Total | | | | | | 127.39 | 2.14 |
| | | 55801 Dues, Memberships & Research Svcs : Memberships | | | | 1,274.00 | 110.00 |
| BILL.COM, INC. | Dues and Memberships | | 101 General | 23059321227 | April | | |
| | Dues and Memberships Total | | | | | 1,274.00 | 110.00 |
| BILL.COM, INC. Total | | | | | | 1,274.00 | 110.00 |
| Grand Total | | | | | | 220,557.27 | 3,656.53 |

Insight School of California
Board Disbursements A/P Payment History Summary
June 01, 2023 - June 30, 2023

| Vendor | Amount |
|---|-------------------|
| Insperty(Insight School of CA) | 196,667.45 |
| California State Teacher's Retirement(Insight School of CA) | 46,076.31 |
| The Help Group - Project Six(Insight School of CA) | 35,173.21 |
| Christopher Chaidez dba Upward Bound School Inc.(Insight School of CA) | 11,043.00 |
| Courtyard by Marriott San Diego Downtown(Insight School of CA) | 10,000.00 |
| JEM FBO CAVA@Maricopa HS 403b Plan(Insight School of CA) | 5,720.50 |
| Virtual Technologies Group, Inc.(Insight School of CA) | 5,334.00 |
| PresenceLearning, Inc.(Insight School of CA) | 4,705.00 |
| El Paseo Children's Center, Inc.(Insight School of CA) | 4,182.06 |
| The Help Group - North Hills Prep(Insight School of CA) | 2,890.20 |
| Joan Macy School(Insight School of CA) | 2,698.20 |
| Effectual Educational Consulting Service(Insight School of CA) | 2,523.14 |
| California Teachers Association(Insight School of CA) | 2,304.00 |
| Anchor Counseling & Education Solutions(Insight School of CA) | 2,105.41 |
| EMHSports USA, Inc(Insight School of CA) | 1,530.00 |
| WestView School of Arts and Technology(Insight School of CA) | 1,365.36 |
| E-Therapy LLC(Insight School of CA) | 1,154.60 |
| State Board of Equalization(Insight School of CA) | 1,118.29 |
| Communicology, Inc., DBA Connect Teletherapy(Insight School of CA) | 1,030.84 |
| EBS Healthcare Inc.(Insight School of CA) | 963.04 |
| TalkPath Live(Insight School of CA) | 930.00 |
| Behavioral Emotional & Academic Mentoring (BEAM), LLC(Insight School of CA) | 650.00 |
| Green Hasson Janks(Insight School of CA) | 600.00 |
| The Miri Center. A Professional Psychological Corporation(Insight School of CA) | 589.39 |
| Esther Igboerika(Insight School of CA) | 545.41 |
| Burbank Unified School District(Insight School of CA) | 506.50 |
| Adapted Child's Play(Insight School of CA) | 480.00 |
| Cornerstone Educational Solutions(Insight School of CA) | 400.00 |
| Julian Grigorian(Insight School of CA) | 350.00 |
| Jose Vasquez(Insight School of CA) | 350.00 |
| National TeleTherapy Resources, a Speech Pathology Corp.(Insight School of CA) | 272.28 |
| Misty Haga(Insight School of CA) | 240.00 |
| A1 Speech Therapy, Inc.(Insight School of CA) | 120.00 |
| Arc Speech Pathology Network DBA Arc Therapy Network(Insight School of CA) | 93.75 |
| Specialized Therapy Services Inc(Insight School of CA) | 75.00 |
| Lakeshia Thompson(Insight School of CA) | 44.00 |
| Foundations Therapy Service(Insight School of CA) | 24.25 |
| Grand Total | 344,855.19 |

K12 : SA : Full Financials CA Node : ISCA
Board Disbursements A/P Payment History by Vendor
June 01, 2023 - June 30, 2023

Options: Show Zeros

| Transaction | Bill Type | Date | Document Number | Memo | Amount |
|---|---|------------|---------------------|--------------------|------------|
| Bill Payment #3434 - California Teachers Association(Insight S | Bill | 06/08/2023 | Union Dues - 052023 | | (2,304.00) |
| | Bill Payment | 06/08/2023 | 3434 | | 2,304.00 |
| | | | | | 0.00 |
| Bill Payment #3436 - Communicology, Inc., DBA Connect Tele | Bill | 06/08/2023 | INV-00790 | | (537.92) |
| | Bill | 06/08/2023 | INV-00813 | | (492.92) |
| | Bill Payment | 06/08/2023 | 3436 | | 1,030.84 |
| | | | | | 0.00 |
| Bill Payment #3456 - EBS Healthcare Inc.(Insight School of CA' | Bill | 06/15/2023 | INV-02682 | | (407.44) |
| | Bill Payment | 06/15/2023 | 3456 | | 407.44 |
| Bill Payment #3438 - EBS Healthcare Inc.(Insight School of CA' | Bill | 06/08/2023 | INV-02636 | | (407.44) |
| | Bill | 06/08/2023 | INV-02663 | | (148.16) |
| | Bill Payment | 06/08/2023 | 3438 | | 555.60 |
| | | | | | 0.00 |
| Bill Payment #3458 - Effectual Educational Consulting Service | Bill | 06/15/2023 | INV-06763 | | (785.64) |
| | Bill | 06/15/2023 | INV-06770 | | (390.00) |
| | Bill | 06/15/2023 | INV-06801 | | (1,235.00) |
| | Bill Payment | 06/15/2023 | 3458 | | 2,410.64 |
| Bill Payment #3439 - Effectual Educational Consulting Service | Bill | 06/08/2023 | INV-06734 | | (112.50) |
| | Bill Payment | 06/08/2023 | 3439 | | 112.50 |
| | | | | | 0.00 |
| Bill Payment #3457 - EMHSports USA, Inc(Insight School of CA' | Bill | 06/15/2023 | INV-03171 | | (1,530.00) |
| | Bill Payment | 06/15/2023 | 3457 | | 1,530.00 |
| | | | | | 0.00 |
| Bill Payment #3467 - E-Therapy LLC(Insight School of CA) | Bill | 06/27/2023 | INV-06358 | | (980.60) |
| | Bill Payment | 06/27/2023 | 3467 | | 980.60 |
| Bill Payment #3455 - E-Therapy LLC(Insight School of CA) | Bill | 06/15/2023 | INV-06345 | | (58.00) |
| | Bill Payment | 06/15/2023 | 3455 | | 58.00 |
| Bill Payment #3437 - E-Therapy LLC(Insight School of CA) | Bill | 06/08/2023 | INV-06323 | | (116.00) |
| | Bill Payment | 06/08/2023 | 3437 | | 116.00 |
| | | | | | 0.00 |
| Bill Payment #ACH 06.26.23 - JEM FBO CAVA@Maricopa HS 4 | Bill | 06/26/2023 | ISCA 403b 06.26.23 | ISCA 403b 06.26.23 | (2,158.00) |
| | Bill Payment | 06/26/2023 | ACH 06.26.23 | ISCA 403b 06.26.23 | 2,158.00 |
| Bill Payment #ACH 06.12.23 - JEM FBO CAVA@Maricopa HS 4 | Bill | 06/12/2023 | ISCA 403b 06.09.23 | ISCA 403b 06.09.23 | (3,562.50) |
| | Bill Payment | 06/12/2023 | ACH 06.12.23 | ISCA 403b 06.09.23 | 3,562.50 |
| | | | | | 0.00 |
| Bill Payment #3459 - National TeleTherapy Resources, a Spee | Bill | 06/15/2023 | INV-04987 | | (198.95) |
| | Bill Payment | 06/15/2023 | 3459 | | 198.95 |
| Bill Payment #3445 - National TeleTherapy Resources, a Spee | Bill | 06/08/2023 | INV-04930 | | (73.33) |
| | Bill Payment | 06/08/2023 | 3445 | | 73.33 |
| | | | | | 0.00 |
| Bill Payment #3446 - PrentGraf Ltd dba TalkPath Live(Insight S | Bill | 06/08/2023 | INV-00653 | | (930.00) |
| | Bill Payment | 06/08/2023 | 3446 | | 930.00 |
| | | | | | 0.00 |
| Bill Payment #3463 - Anchor Counseling & Education Solution | Bill | 06/27/2023 | INV-06230 | | (120.00) |
| | Bill | 06/27/2023 | INV-06238 | | (23.75) |
| | Bill | 06/27/2023 | INV-06226 | | (71.25) |
| | Bill | 06/27/2023 | INV-06150 | | (237.50) |
| | Bill | 06/27/2023 | INV-06161 | | (60.00) |
| | Bill | 06/27/2023 | INV-06187 | | (60.00) |
| | Bill | 06/27/2023 | INV-06209 | | (60.00) |
| | Bill | 06/27/2023 | INV-06223 | | (125.00) |
| | Bill Payment | 06/27/2023 | 3463 | | 757.50 |
| | Bill Payment #3453 - Anchor Counseling & Education Solution | Bill | 06/15/2023 | INV-06136 | |
| | Bill Payment | 06/15/2023 | 3453 | | 604.17 |
| Bill Payment #3432 - Anchor Counseling & Education Solution | Bill | 06/08/2023 | INV-06090 | | (308.74) |
| | Bill | 06/08/2023 | INV-06103 | | (375.00) |
| | Bill | 06/08/2023 | INV-06116 | | (60.00) |
| | Bill Payment | 06/08/2023 | 3432 | | 743.74 |
| | | | | | 0.00 |
| Bill Payment #3466 - Courtyard by Marriott San Diego Downtr | Journal | 06/27/2023 | JE-266-980 | | (5,000.00) |
| | | | | | (5,000.00) |
| Bill Payment #3468 - El Paseo Children's Center, Inc.(Insight S | Bill | 06/27/2023 | INV-00725 | | (3,404.55) |
| | Bill Payment | 06/27/2023 | 3468 | | 3,404.55 |
| Bill Payment #3440 - El Paseo Children's Center, Inc.(Insight S | Bill | 06/08/2023 | INV-00716 | | (777.51) |
| | Bill Payment | 06/08/2023 | 3440 | | 777.51 |
| | | | | | 0.00 |
| Bill Payment #3441 - Foundations Therapy Service(Insight Sch | Bill | 06/08/2023 | INV-00720 | | (24.25) |
| | Bill Payment | 06/08/2023 | 3441 | | 24.25 |
| | | | | | 0.00 |
| Bill Payment #3435 - Christopher Chaidez dba Upward Bound | Bill | 06/08/2023 | INV-00107 | | (5,040.00) |
| | Bill | 06/08/2023 | INV-00108 | | (150.00) |
| | Bill | 06/08/2023 | INV-00100 | | (150.00) |

K12 : SA : Full Financials CA Node : ISCA
Board Disbursements A/P Payment History by Vendor
June 01, 2023 - June 30, 2023

Options: Show Zeros

| Transaction | Bill Type | Date | Document Number | Memo | Amount |
|---|--------------|------------|------------------------|------------------------|--------------|
| Bill Payment #3435 - Christopher Chaldez dba Upward Bound | Bill | 06/08/2023 | INV-00097 | | (5,703.00) |
| | Bill Payment | 06/08/2023 | 3435 | | 11,043.00 |
| | | | | | 0.00 |
| Bill Payment #ACH 06.02.23 - State Board of Equalization(Insi | Bill | 05/31/2023 | ISCA Use Tax - May 23 | ISCA Use Tax - May 23 | (1,118.29) |
| | Bill Payment | 06/02/2023 | ACH 06.02.23 | ISCA Use Tax - May 23 | 1,118.29 |
| | | | | | 0.00 |
| Bill Payment #3447 - The Help Group - North Hills Prep(Insi | Bill | 06/08/2023 | CVA0423NHP | | (2,890.20) |
| | Bill Payment | 06/08/2023 | 3447 | | 2,890.20 |
| | | | | | 0.00 |
| Bill Payment #3462 - California State Teacher's Retirement(In | Bill | 06/27/2023 | Insight CA Jun 23 STRS | Insight CA Jun 23 STRS | (46,076.31) |
| | Bill Payment | 06/27/2023 | 3462 | Insight CA Jun 23 STRS | 46,076.31 |
| | | | | | 0.00 |
| Bill Payment #ACH June 2023 - Insperty(Insign School of CA) | Bill | 06/30/2023 | 06.01.23 to 06.30.23 | 06.01.23 to 06.30.23 | (196,667.45) |
| | Bill Payment | 06/30/2023 | ACH June 2023 | 06.01.23 to 06.30.23 | 196,667.45 |
| Amount Unapplied | | | | | (0.00) |
| | | | | | 0.00 |
| Bill Payment #3471 - Marnie J Young dba Adapted Child's Play | Bill | 06/27/2023 | INV-00306 | | (480.00) |
| | Bill Payment | 06/27/2023 | 3471 | | 480.00 |
| | | | | | 0.00 |
| Bill Payment #3450 - Virtual Technologies Group, Inc.(Insigh | Bill | 06/08/2023 | 201610 | | (1,066.80) |
| | Bill | 06/08/2023 | 201623 | | (1,066.80) |
| | Bill | 06/08/2023 | 201631 | | (1,066.80) |
| | Bill | 06/08/2023 | 201649 | | (1,066.80) |
| | Bill | 06/08/2023 | 201857 | | (1,066.80) |
| | Bill Payment | 06/08/2023 | 3450 | | 5,334.00 |
| | | | | | 0.00 |
| Bill Payment #3449 - The Miri Center. A Professional Psycholc | Bill | 06/08/2023 | INV-00316 | | (589.39) |
| | Bill Payment | 06/08/2023 | 3449 | | 589.39 |
| | | | | | 0.00 |
| Bill Payment #3452 - A1 Speech Therapy, Inc.(Insight School o | Bill | 06/15/2023 | INV-00213 | | (120.00) |
| | Bill Payment | 06/15/2023 | 3452 | | 120.00 |
| | | | | | 0.00 |
| Bill Payment #3451 - WestView School of Arts and Technolog | Bill | 06/08/2023 | ISC0423WV | | (1,365.36) |
| | Bill Payment | 06/08/2023 | 3451 | | 1,365.36 |
| | | | | | 0.00 |
| Bill Payment #3454 - Christy Bock dba Cornerstone Education | Bill | 06/15/2023 | INV-00272 | | (400.00) |
| | Bill Payment | 06/15/2023 | 3454 | | 400.00 |
| | | | | | 0.00 |
| Bill Payment #3470 - Green Hasson Janks(Insign School of CA | Bill | 06/27/2023 | 75012 | | (600.00) |
| | Bill Payment | 06/27/2023 | 3470 | | 600.00 |
| | | | | | 0.00 |
| Bill Payment #3433 - Burbank Unified School District(Insign S | Bill | 06/08/2023 | 22-0545 | | (506.50) |
| | Bill Payment | 06/08/2023 | 3433 | | 506.50 |
| | | | | | 0.00 |
| Bill Payment #3442 - JOAN MACY SCHOOL (INSIGHT SCHOOL | Bill | 06/08/2023 | Apr 2023 | | (2,698.20) |
| | Bill Payment | 06/08/2023 | 3442 | | 2,698.20 |
| | | | | | 0.00 |
| Bill Payment #3443 - Jose Vasquez(Insign School of CA) | Bill | 06/08/2023 | 0119 | | (350.00) |
| | Bill Payment | 06/08/2023 | 3443 | | 350.00 |
| | | | | | 0.00 |
| Bill Payment #3444 - Julian Grigorian(Insign School of CA) | Bill | 06/08/2023 | 001 | | (350.00) |
| | Bill Payment | 06/08/2023 | 3444 | | 350.00 |
| | | | | | 0.00 |
| Bill Payment #3461 - The Help Group - Project Six(Insign Schr | Bill | 06/15/2023 | VN0523A.H | | (17,874.91) |
| | Bill Payment | 06/15/2023 | 3461 | | 17,874.91 |
| Bill Payment #3448 - The Help Group - Project Six(Insign Schr | Bill | 06/08/2023 | VN0423A.H | | (17,298.30) |
| | Bill Payment | 06/08/2023 | 3448 | | 17,298.30 |
| | | | | | 0.00 |
| Bill Payment #3472 - PresenceLearning, Inc.(Insight School of | Bill | 06/27/2023 | INV-08217 | | (1,895.00) |
| | Bill Payment | 06/27/2023 | 3472 | | 1,895.00 |
| Bill Payment #3460 - PresenceLearning, Inc.(Insight School of | Bill | 06/15/2023 | INV-08111 | | (190.00) |
| | Bill | 06/15/2023 | INV-08174 | | (2,620.00) |
| | | | | | 2,810.00 |
| | | | | | 0.00 |
| Bill Payment #1140 - Lakeshia Thompson(Insign School of CA | Bill | 06/27/2023 | ISP - Fall 2022 | | (44.00) |
| | Bill Payment | 06/27/2023 | 1140 | | 44.00 |
| | | | | | 0.00 |
| Bill Payment #1141 - Misty Haga(Insign School of CA) | Bill | 06/27/2023 | ISP - Fall 2022 | | (240.00) |
| | Bill Payment | 06/27/2023 | 1141 | | 240.00 |
| | | | | | 0.00 |
| Bill Payment #3464 - Arc Speech Pathology Network DBA Arc | Bill | 06/27/2023 | INV-00525 | | (93.75) |
| | Bill Payment | 06/27/2023 | 3464 | | 93.75 |

K12 : SA : Full Financials CA Node : ISCA
 Board Disbursements A/P Payment History by Vendor
 June 01, 2023 - June 30, 2023

Options: Show Zeros

| Transaction | Bill Type | Date | Document Number | Memo | Amount |
|---|--------------|------------|--|------|-------------------|
| | | | | | 0.00 |
| Bill Payment #3465 - Behavioral Emotional & Academic Ment | Bill | 06/27/2023 | INV-00031 | | (650.00) |
| | Bill Payment | 06/27/2023 | 3465 | | 650.00 |
| | | | | | 0.00 |
| Bill Payment #Wire Payment_ 06.09.23 - Courtyard by Marrio | Bill | 06/27/2023 | 060523 | | (5,000.00) |
| | Bill Payment | 06/27/2023 | Wire Payment_ 06.09.; Wire Payment_ 06.09.23 | | 5,000.00 |
| Bill Payment #3466 - Courtyard by Marriott San Diego Downtr | Bill Payment | 06/27/2023 | 3466 | | 5,000.00 |
| | | | | | 5,000.00 |
| Bill Payment #3469 - Esther Igboerika(Insight School of CA) | Bill | 06/27/2023 | INV-00029 | | (545.41) |
| | Bill Payment | 06/27/2023 | 3469 | | 545.41 |
| | | | | | 0.00 |
| Bill Payment #3473 - Specialized Therapy Services Inc(Insight | Bill | 06/27/2023 | INV-01043 | | (75.00) |
| | Bill Payment | 06/27/2023 | 3473 | | 75.00 |
| | | | | | 0.00 |
| | | | | | (0.00) |
| Total | | | | | 344,855.19 |

Transaction Summary

Insight at California

| Vendor | Amount |
|--|--------|
| Virtual Technologies Group | 924.63 |
| Barrington Staffing Services | 383.65 |
| Law Offices of Young, Minney & Corr, LLP | 320.96 |
| Certified Languages International | 285.00 |
| UPS | 213.39 |
| Pitney Bowes Bank Inc Purchase Power | 178.35 |
| FusionPlus Inc | 126.25 |
| Bill.com Inc | 112.70 |
| DataBasics, Inc. | 104.59 |
| AXIS Teletherapy | 74.72 |
| Apple Inc. | 61.75 |
| Supreme Facility Services, Inc. | 55.38 |
| ULINE | 52.48 |
| Effectual Educational Consulting Service | 52.48 |
| City Printing Graphics | 45.46 |
| Southern California Edison | 42.56 |
| AT&T Mobility | 38.54 |
| Comm-Core | 32.68 |
| Solution Tree | 31.57 |
| Staples | 23.25 |
| Select Staffing | 21.15 |
| City of Simi Valley | 19.63 |
| Green Hasson & Janks LLP | 18.52 |
| WPS | 18.36 |
| Verizon Wireless | 15.04 |
| RED ROBIN NO 257 | 12.80 |
| Pitney Bowes Global Financial Services | 12.75 |
| Ontario Refrigeration | 10.73 |
| Carmen Gomez Ruiz | 10.10 |
| Amazon | 9.44 |
| Amazon Capital Services | 8.37 |
| Costco | 7.93 |
| Waste Management | 7.08 |
| ADT Commercial | 6.42 |
| Sparkletts | 5.13 |
| Paper Recycling & Shredding | 4.95 |
| School Services of California, Inc. | 4.21 |
| Sonoma Valley Chamber Of Commerce | 4.21 |
| Quill Corporation | 4.20 |
| Western Exterminator Company | 3.75 |
| DD DOORDASH WESTERNBA | 2.28 |
| VONS #1672 | 1.47 |

Transaction Summary
Insight at California

| Vendor | Amount |
|------------------------------|-----------------|
| DD DOORDASH ALBERTSON | 0.40 |
| DOLLAR TREE | 0.32 |
| ROSS STORE #371 | 0.29 |
| Santa Cruz Roller Palladium | 0.00 |
| Document Tracking Services | 0.00 |
| School Specialty | 0.00 |
| Localist Corporation | 0.00 |
| Instructional Coaching Group | 0.00 |
| Shepherd Church | 0.00 |
| Grand Total | 3,369.91 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|---|--|--|-----------------------|--------------------------------|-------------|----------------------|---------------|
| Carmen Gomez Ruiz | | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 2090 | May | 600.00 | 10.10 |
| | Operations and Housekeeping Ser | | | | | | |
| | Operations and Housekeeping Services Total | | | | | 600.00 | 10.10 |
| Carmen Gomez Ruiz Total | | | | | | 600.00 | 10.10 |
| Paper Recycling & Shredding | | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 545773 | May (5/11) | 98.00 | 1.65 |
| | Office Expense | | | LLC 546889 | May (5/25) | 98.00 | 1.65 |
| | | | | LLC 547986 | June (6/08) | 98.00 | 1.65 |
| | Office Expense Total | | | | | 294.00 | 4.95 |
| Paper Recycling & Shredding Total | | | | | | 294.00 | 4.95 |
| Staples | | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 3538662601 | May (5/24) | 1,086.25 | 18.29 |
| | Office Expense | | | LLC 3538662602 | May (5/24) | 177.65 | 2.99 |
| | | | | LLC 3539581607 | June (6/01) | 117.12 | 1.97 |
| | Office Expense Total | | | | | 1,381.02 | 23.25 |
| Staples Total | | | | | | 1,381.02 | 23.25 |
| UPS | | 54302 Postage & Delivery Expense : Messenger & Delivery | 101 General | LLC 000073Y68E213 | May (5/27) | 775.11 | 13.05 |
| | Shipping | | | LLC 000073Y68E223 | June (6/03) | 3,165.49 | 53.29 |
| | | | | LLC 000073Y68E233 | June (6/10) | 4,650.67 | 78.29 |
| | | | | LLC 000073Y68E243 | June (6/17) | 1,758.43 | 29.60 |
| | | | 280 SPED | LLC 0000V9159W213 | May (5/27) | 354.27 | 11.43 |
| | | | | LLC 0000V9159W223 | June (6/03) | 242.87 | 7.84 |
| | | | | LLC 0000V9159W233 | June (6/10) | 426.37 | 13.76 |
| | | | | LLC 0000V9159W243 | June (6/17) | 190.30 | 6.14 |
| | Shipping Total | | | | | 11,563.51 | 213.39 |
| UPS Total | | | | | | 11,563.51 | 213.39 |
| Waste Management | | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 6686214-0283-7 | June | 167.38 | 2.82 |
| | Operations and Housekeeping Ser | | | LLC 6686233-0283-7 | June | | |
| | Operations and Housekeeping Services Total | | | | | 253.00 | 4.26 |
| Waste Management Total | | | | | | 420.38 | 7.08 |
| Barrington Staffing Services | | 51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help | 101 General | LLC 42381 | May (5/21) | 963.20 | 16.21 |
| | Outside Service | | | LLC 42406 | May (5/28) | 2,408.00 | 40.54 |
| | | | | LLC 42432 | June (6/04) | 1,926.40 | 32.43 |
| | | | | LLC 42461 | June (6/11) | 2,167.20 | 36.48 |
| | | | | LLC 42490 | June (6/18) | 2,400.48 | 40.41 |
| | | | 280 SPED | LLC 42381 | May (5/21) | 2,408.00 | 77.71 |
| | | | | LLC 42406 | May (5/28) | 1,204.00 | 38.85 |
| | | | | LLC 42432 | June (6/04) | 963.20 | 31.08 |
| | | | | LLC 42461 | June (6/11) | 963.20 | 31.08 |
| | | | | LLC 42490 | June (6/18) | 1,204.00 | 38.85 |
| | Outside Service Total | | | | | 16,607.68 | 383.65 |
| Barrington Staffing Services Total | | | | | | 16,607.68 | 383.65 |
| DataBasics, Inc. | | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 0811618 | May | 6,213.00 | 104.59 |
| | Outside Service-General | | | | | | |
| | Outside Service-General Total | | | | | 6,213.00 | 104.59 |
| DataBasics, Inc. Total | | | | | | 6,213.00 | 104.59 |
| FusionPlus Inc | | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC INV-999 | June | 7,500.00 | 126.25 |
| | Outside Service-General | | | | | | |
| | Outside Service-General Total | | | | | 7,500.00 | 126.25 |
| FusionPlus Inc Total | | | | | | 7,500.00 | 126.25 |
| Law Offices of Young, Minney & Corr, LLP | | 51807 Professional Svcs & Outside Labor : Legal | 101 General | LLC 4986 | May | 7,392.50 | 0.00 |
| | Legal Fees | | | LLC 5008 | May | 665.00 | 320.96 |
| | | | | LLC 4986 | May | 390.00 | 0.00 |
| | Legal Fees Total | | 280 SPED | | | 8,447.50 | 320.96 |
| Law Offices of Young, Minney & Corr, LLP Total | | | | | | 8,447.50 | 320.96 |
| Sparkletts | | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 15182654 061123 | June (6/11) | 304.76 | 5.13 |
| | Office Expense | | | | | | |
| | Office Expense Total | | | | | 304.76 | 5.13 |
| Sparkletts Total | | | | | | 304.76 | 5.13 |
| Document Tracking Services | | 51801 Professional Svcs & Outside Labor : Other Professional Services | 320 Supp-ELD Services | LLC T-930650061 | May | 7,179.72 | 0.00 |
| | Outside Service-General | | | | | | |
| | Outside Service-General Total | | | | | 7,179.72 | 0.00 |
| Document Tracking Services Total | | | | | | 7,179.72 | 0.00 |
| Western Exterminator Company | | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 46882207 | June (6/07) | 222.85 | 3.75 |
| | Operations and Housekeeping Ser | | | | | | |
| | Operations and Housekeeping Services Total | | | | | 222.85 | 3.75 |
| Western Exterminator Company Total | | | | | | 222.85 | 3.75 |
| ADT Commercial | | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 150496247 | June | 381.13 | 6.42 |
| | Operations and Housekeeping Ser | | | | | | |
| | Operations and Housekeeping Services Total | | | | | 381.13 | 6.42 |
| ADT Commercial Total | | | | | | 381.13 | 6.42 |
| Pitney Bowes Bank Inc Purchase Power | | 54301 Postage & Delivery Expense : Postage | 101 General | LLC 8000-9090-1005-2145 061623 | June (6/16) | 10,595.00 | 178.35 |
| | Postage | | | | | | |
| | Postage Total | | | | | 10,595.00 | 178.35 |
| Pitney Bowes Bank Inc Purchase Power Total | | | | | | 10,595.00 | 178.35 |
| Verizon Wireless | | 56504 Program Fees & Other Instructional : Admin - Telephone | 101 General | LLC 9936402871 | May | 893.23 | 15.04 |
| | Telephone - Administration | | | | | | |
| | Telephone - Administration Total | | | | | 893.23 | 15.04 |
| Verizon Wireless Total | | | | | | 893.23 | 15.04 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|---|--|---|------------------------|------------------------------|-------------|----------------------|---------------|
| Certified Languages International | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 320 Supp- ELD Services | LLC 74586053123 | May | 1,452.00 | 285.00 |
| | Outside Service-General Total | | | | | 1,452.00 | 285.00 |
| Certified Languages International Total | | | | | | 1,452.00 | 285.00 |
| Comm-Core | Communications | 53801 Phone & Internet Expense : Telephone | 101 General | LLC 1074316 | June | 1,941.37 | 32.68 |
| | Communications Total | | | | | 1,941.37 | 32.68 |
| Comm-Core Total | | | | | | 1,941.37 | 32.68 |
| School Services of California, Inc. | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 0137724-IN | June (6/01) | 250.00 | 4.21 |
| | Outside Service-General Total | | | | | 250.00 | 4.21 |
| School Services of California, Inc. Total | | | | | | 250.00 | 4.21 |
| Effectual Educational Consulting Service | Subagreements for Services | 51817 Professional Svcs & Outside Labor : Special Education Professional Services | 280 SPED | LLC 10734 | April | 3,150.00 | 52.48 |
| | Subagreements for Services Total | | | | | 3,150.00 | 52.48 |
| Effectual Educational Consulting Service Total | | | | | | 3,150.00 | 52.48 |
| Ontario Refrigeration | Operations and Housekeeping Ser | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC GW26474 | May (5/26) | 637.50 | 10.73 |
| | Operations and Housekeeping Services Total | | | | | 637.50 | 10.73 |
| Ontario Refrigeration Total | | | | | | 637.50 | 10.73 |
| AXIS Teletherapy | Subagreements for Services | 51817 Professional Svcs & Outside Labor : Special Education Professional Services | 280 SPED | LLC 2000 | May (5/31) | 4,485.00 | 74.72 |
| | Subagreements for Services Total | | | | | 4,485.00 | 74.72 |
| AXIS Teletherapy Total | | | | | | 4,485.00 | 74.72 |
| Supreme Facility Services, Inc. | Operations and Housekeeping Ser | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 3413 | June | 3,290.00 | 55.38 |
| | Operations and Housekeeping Services Total | | | | | 3,290.00 | 55.38 |
| Supreme Facility Services, Inc. Total | | | | | | 3,290.00 | 55.38 |
| City of Simi Valley | Utilities | 53302 Rent and Utilities : Utilities, CAM, and Real Estate | 101 General | LLC 109162-51067613 70631400 | May (5/31) | 1,166.01 | 19.63 |
| | Utilities Total | | | | | 1,166.01 | 19.63 |
| City of Simi Valley Total | | | | | | 1,166.01 | 19.63 |
| Select Staffing | Outside Service | 51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help | 101 General | LLC 8408862401 | May (5/07) | 1,244.25 | 20.95 |
| | Outside Service Total | | | LLC FC0001554 | June (6/05) | 12.44 | 0.21 |
| Select Staffing Total | | | | | | 1,256.69 | 21.15 |
| Amazon | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 3057017 | June | 53.61 | 0.90 |
| | | | | 1221036 | June | 10.71 | 0.18 |
| | | | | 5607443 | June | 69.60 | 1.17 |
| | | | | 1008265 | June | 45.14 | 0.76 |
| | | | | 5380263 | June | 57.95 | 0.98 |
| | Office Expense Total | | | | | 237.01 | 3.99 |
| | | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 141 CAVA ASB | 8034622 | June | 302.40 | 5.09 |
| | School Event | | | 4609858 | June | 21.44 | 0.36 |
| | School Event Total | | | | | 323.84 | 5.45 |
| Amazon Total | | | | | | 560.85 | 9.44 |
| Apple Inc. | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 280 SPED | LLC AL25931484 | May (5/22) | 299.99 | 5.05 |
| | Non K12 Curriculum Total | | | | | 3,193.15 | 53.75 |
| | Computer Expense | 54811 Computer & Maintenance Expense : Repairs & Maintenance | 280 SPED | LLC AL28032307 | June (6/02) | 175.00 | 2.95 |
| | | | | LLC AL29435337 | May (5/31) | 3,368.15 | 56.70 |
| | Computer Expense Total | | | | | 3,668.14 | 61.75 |
| Apple Inc. Total | | | | | | 3,668.14 | 61.75 |
| Pitney Bowes Global Financial Services | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 3106104031 | May (5/30) | 601.53 | 10.13 |
| | | | | LLC 1023266483 | June (6/08) | 155.62 | 2.62 |
| | Office Expense Total | | | | | 757.15 | 12.75 |
| Pitney Bowes Global Financial Services Total | | | | | | 757.15 | 12.75 |
| Quill Corporation | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 32656431 | May (5/23) | 249.42 | 4.20 |
| | Office Expense Total | | | | | 249.42 | 4.20 |
| Quill Corporation Total | | | | | | 249.42 | 4.20 |
| WPS | Materials and Supplies | 56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials | 280 SPED | LLC WPS-458985 | May (5/17) | 568.85 | 18.36 |
| | Materials and Supplies Total | | | | | 568.85 | 18.36 |
| WPS Total | | | | | | 568.85 | 18.36 |
| Amazon Capital Services | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 280 SPED | LLC 1PCD-999P-3FDV | May (5/24) | 259.40 | 8.37 |
| | Non K12 Curriculum Total | | | | | 259.40 | 8.37 |
| Amazon Capital Services Total | | | | | | 259.40 | 8.37 |
| City Printing Graphics | Printing Expense | 52801 Office Supplies Expense : Business Expense/Printing & Reproduction | 101 General | LLC 23-30839 | May (5/25) | 2,466.75 | 41.52 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|--|---------------------------------|--|----------------------------|------------------------------|-------------|----------------------|---------------|
| City Printing Graphics | Printing Expense | 52801 Office Supplies Expense : Business | 101 General | LLC 23-30862 | June (6/06) | 233.59 | 3.93 |
| | Printing Expense Total | | | | | 2,700.34 | 45.46 |
| City Printing Graphics Total | | | | | | 2,700.34 | 45.46 |
| Localist Corporation | Prepaid Other | 13514 Prepaid Other | 560 Title I | LLC 5416 | May (5/11) | 8,400.00 | 0.00 |
| | Prepaid Other Total | | | | | 8,400.00 | 0.00 |
| Localist Corporation Total | | | | | | 2,300.00 | 31.57 |
| Solution Tree | Teacher Training | 56313 Program Fees & Other Instructional : Program Fees - Professional Development | 620 Title II | LLC 5280061 | June (6/05) | 2,300.00 | 31.57 |
| | Teacher Training Total | | | | | 2,300.00 | 31.57 |
| Solution Tree Total | | | | | | 250.00 | 4.21 |
| Sonoma Valley Chamber Of Commerce | Prepaid Other | 13514 Prepaid Other | 101 General | LLC 1052 | July (7/01) | 250.00 | 4.21 |
| | Prepaid Other Total | | | | | 250.00 | 4.21 |
| Sonoma Valley Chamber Of Commerce Total | | | | | | 3,117.59 | 52.48 |
| UJINE | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 163553194 | May (5/11) | 3,117.59 | 52.48 |
| | Office Expense Total | | | | | 3,117.59 | 52.48 |
| UJINE Total | | | | | | 541.33 | 9.11 |
| AT&T Mobility | Communications | 53801 Phone & Internet Expense : Telephone | 101 General | LLC 80557846671578 052823 | June | 1,748.36 | 29.43 |
| | | | | LLC 8353859702 | June | 2,289.69 | 38.54 |
| | Communications Total | | | | | 2,289.69 | 38.54 |
| AT&T Mobility Total | | | | | | 460.00 | 0.00 |
| Santa Cruz Roller Palladium | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 300 Supp | LLC 060223 | June (6/02) | 460.00 | 0.00 |
| | School Event Total | | | | | 460.00 | 0.00 |
| Santa Cruz Roller Palladium Total | | | | | | 2,325.00 | 0.00 |
| Shepherd Church | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 460 SUPP - Social & Emotio | LLC 061323 | June (6/13) | 2,325.00 | 0.00 |
| | School Event Total | | | | | 2,325.00 | 0.00 |
| Shepherd Church Total | | | | | | 1,192.95 | 20.08 |
| Southern California Edison | Utilities | 53302 Rent and Utilities : Utilities, CAM, and Real Estate | 101 General | LLC 700203189681 - 051023 | April | 1,335.53 | 22.48 |
| | | | | LLC 700203189681 - 060923 | May | 2,528.48 | 42.56 |
| | Utilities Total | | | | | 2,528.48 | 42.56 |
| Southern California Edison Total | | | | | | 1,100.00 | 18.52 |
| Green Hasson & Janks LLP | Accounting Fees | 56321 Program Fees & Other Instructional : Program Fees - Accounting | 101 General | LLC 75015 | June (6/01) | 1,100.00 | 18.52 |
| | Accounting Fees Total | | | | | 1,100.00 | 18.52 |
| Green Hasson & Janks LLP Total | | | | | | 6,500.00 | 0.00 |
| Instructional Coaching Group | Teacher Training | 56313 Program Fees & Other Instructional : Program Fees - Professional Development | 730 CSI | LLC 3721 | June (6/14) | 6,500.00 | 0.00 |
| | Teacher Training Total | | | | | 6,500.00 | 0.00 |
| Instructional Coaching Group Total | | | | | | 10,036.59 | 0.00 |
| School Specialty | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 560 Title I | LLC 208132399367 | June (6/06) | 10,036.59 | 0.00 |
| | Non K12 Curriculum Total | | | | | 10,036.59 | 0.00 |
| School Specialty Total | | | | | | 54,927.82 | 924.63 |
| Virtual Technologies Group | Office Equipment | 15050 - Office Equipment | 101 General | LLC 202000 | June (6/19) | 54,927.82 | 924.63 |
| | Office Equipment Total | | | | | 54,927.82 | 924.63 |
| Virtual Technologies Group Total | | | | | | 23.82 | 0.40 |
| DD DOORDASH ALBERTSON | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 6192023 | June | 23.82 | 0.40 |
| | Office Expense Total | | | | | 23.82 | 0.40 |
| DD DOORDASH ALBERTSON Total | | | | | | 135.15 | 2.28 |
| DD DOORDASH WESTERNBA | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 6192023 | June | 135.15 | 2.28 |
| | Office Expense Total | | | | | 135.15 | 2.28 |
| DD DOORDASH WESTERNBA Total | | | | | | 760.67 | 12.80 |
| RED ROBIN NO 257 | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 508564 | June | 760.67 | 12.80 |
| | Office Expense Total | | | | | 760.67 | 12.80 |
| RED ROBIN NO 257 Total | | | | | | 18.87 | 0.32 |
| DOLLAR TREE | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 15872/029372 | June | 18.87 | 0.32 |
| | Office Expense Total | | | | | 18.87 | 0.32 |
| DOLLAR TREE Total | | | | | | 87.05 | 1.47 |
| VONS #1672 | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 141 CAVA ASB | 15863 | June | 87.05 | 1.47 |
| | School Event Total | | | | | 87.05 | 1.47 |
| VONS #1672 Total | | | | | | 17.14 | 0.29 |
| ROSS STORE #371 | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 37103669531647 | June | 17.14 | 0.29 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|-----------------------|---------------------------------|---|--------------|----------------|-------------|----------------------|----------|
| ROSS STORE #371 | Office Expense Total | | | | | 17.14 | 0.29 |
| ROSS STORE #371 Total | | | | | | 17.14 | 0.29 |
| Costco | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 1034662891 | June | 60.00 | 1.01 |
| | Office Expense Total | | | | | 60.00 | 1.01 |
| | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 141 CAVA ASB | 1034543094 | June | 411.29 | 6.92 |
| | School Event Total | | | | | 411.29 | 6.92 |
| Costco Total | | | | | | 471.29 | 7.93 |
| Bill.com Inc | Dues and Memberships | 55801 Dues, Memberships & Research Svcs : Memberships | 101 General | 23069685759 | May | 1,285.00 | 112.70 |
| | Dues and Memberships Total | | | | | 1,285.00 | 112.70 |
| Bill.com Inc Total | | | | | | 1,285.00 | 112.70 |
| Grand Total | | | | | | 196,030.66 | 3,369.91 |

Insight School of California
Board Disbursements A/P Payment History Summary
July 01, 2023 - July 31, 2023

| Vendor | Amount |
|---|-------------------|
| Insperty(Insight School of CA) | 177,348.61 |
| California State Teacher's Retirement(Insight School of CA) | 20,515.72 |
| Rids Brother Company Inc(Insight School of CA) | 8,625.00 |
| Joan Macy School(Insight School of CA) | 6,655.56 |
| School Pathways(Insight School of CA) | 5,990.45 |
| The Help Group - North Hills Prep(Insight School of CA) | 5,869.32 |
| The Help Group - Project Six(Insight School of CA) | 5,189.49 |
| Christopher Chaidez dba Upward Bound School Inc.(Insight School of CA) | 2,962.50 |
| WestView School of Arts and Technology(Insight School of CA) | 2,958.28 |
| Virtual Technologies Group, Inc.(Insight School of CA) | 2,929.43 |
| California Teachers Association(Insight School of CA) | 1,382.40 |
| E-Therapy LLC(Insight School of CA) | 1,284.42 |
| Green Hasson Janks(Insight School of CA) | 1,000.00 |
| EMHSports USA, Inc(Insight School of CA) | 850.00 |
| Behavioral Emotional & Academic Mentoring (BEAM), LLC(Insight School of CA) | 800.00 |
| State Board of Equalization(Insight School of CA) | 758.83 |
| TalkPath Live(Insight School of CA) | 703.17 |
| Communicology, Inc., DBA Connect Teletherapy(Insight School of CA) | 420.83 |
| Effectual Educational Consulting Service(Insight School of CA) | 358.76 |
| EBS Healthcare Inc.(Insight School of CA) | 296.32 |
| The Miri Center. A Professional Psychological Corporation(Insight School of CA) | 258.76 |
| El Paseo Children's Center, Inc.(Insight School of CA) | 202.50 |
| Foundations Therapy Service(Insight School of CA) | 97.00 |
| Adapted Child's Play(Insight School of CA) | 80.00 |
| Grand Total | 247,537.35 |

**K12 : SA : Full Financials CA Node : ISCA
Board Disbursements A/P Payment History by Vendor
July 01, 2023 - July 31, 2023**

Options: Show Zeros

| Transaction | Bill Type | Date | Document Number | Memo | Amount |
|--|--------------|------------|-------------------------------|-------------------------------|--------------|
| Bill Payment #3474 - California Teachers Association(Insight School of CA) | Bill | 07/14/2023 | 062023 | Union Dues - | (1,382.40) |
| | Bill Payment | 07/14/2023 | 3474 | | 1,382.40 |
| | | | | | 0.00 |
| Bill Payment #3476 - Communicology, Inc., DBA Connect Teletherapy(Insight School of CA) | Bill | 07/14/2023 | INV-00835 | | (277.08) |
| | Bill | 07/14/2023 | INV-00838 | | (143.75) |
| | Bill Payment | 07/14/2023 | 3476 | | 420.83 |
| | | | | | 0.00 |
| Bill Payment #3478 - EBS Healthcare Inc.(Insight School of CA) | Bill | 07/14/2023 | INV-02735 | | (148.16) |
| | Bill | 07/14/2023 | INV-02741 | | (148.16) |
| | Bill Payment | 07/14/2023 | 3478 | | 296.32 |
| | | | | | 0.00 |
| Bill Payment #3479 - Effectual Educational Consulting Service(Insight School of CA) | Bill | 07/14/2023 | INV-06884 | | (67.50) |
| | Bill | 07/14/2023 | INV-06897 | | (291.26) |
| | Bill Payment | 07/14/2023 | 3479 | | 358.76 |
| | | | | | 0.00 |
| Bill Payment #3481 - EMHSports USA, Inc(Insight School of CA) | Bill | 07/14/2023 | INV-03212 | | (340.00) |
| | Bill | 07/14/2023 | INV-03226 | | (510.00) |
| | Bill Payment | 07/14/2023 | 3481 | | 850.00 |
| | | | | | 0.00 |
| Bill Payment #3491 - E-Therapy LLC(Insight School of CA) | Bill | 07/25/2023 | INV-06425 | | (23.33) |
| | Bill | 07/25/2023 | INV-06441 | | (23.33) |
| | Bill | 07/25/2023 | INV-06467 | | (23.33) |
| | Bill | 07/25/2023 | INV-06484 | | (23.33) |
| | Bill Payment | 07/25/2023 | 3491 | | 93.32 |
| | | | | | (1,191.10) |
| Bill Payment #3477 - E-Therapy LLC(Insight School of CA) | Bill | 07/14/2023 | INV-06378 | | |
| | Bill Payment | 07/14/2023 | 3477 | | 1,191.10 |
| | | | | | 0.00 |
| Bill Payment #3484 - PrentGraf Ltd dba TalkPath Live(Insight School of CA) | Bill | 07/14/2023 | INV-00681 | | (703.17) |
| | Bill Payment | 07/14/2023 | 3484 | | 703.17 |
| | | | | | 0.00 |
| Bill Payment #3480 - El Paseo Children's Center, Inc.(Insight School of CA) | Bill | 07/14/2023 | INV-00736 | | (82.50) |
| | Bill | 07/14/2023 | INV-00752 | | (120.00) |
| | Bill Payment | 07/14/2023 | 3480 | | 202.50 |
| | | | | | 0.00 |
| Bill Payment #3482 - Foundations Therapy Service(Insight School of CA) | Bill | 07/14/2023 | INV-00732 | | (48.50) |
| | Bill | 07/14/2023 | INV-00726 | | (48.50) |
| | Bill Payment | 07/14/2023 | 3482 | | 97.00 |
| | | | | | 0.00 |
| Bill Payment #3475 - Christopher Chaidez dba Upward Bound School Inc.(Insight School of CA) | Bill | 07/14/2023 | INV-00114 | | (37.50) |
| | Bill | 07/14/2023 | INV-00119 | | (2,925.00) |
| | Bill Payment | 07/14/2023 | 3475 | | 2,962.50 |
| | | | | | 0.00 |
| Bill Payment #ACH 07.26.23 - State Board of Equalization(Insight School of CA) | Bill | 06/30/2023 | ISCA Use Tax - June 23 | ISCA Use Tax - June 23 | (758.83) |
| | Bill Payment | 07/26/2023 | ACH 07.26.23 | ISCA Use Tax - Apr - June 23 | 758.83 |
| Bill Credit #Use Tax True Up_Q4_Apr-Jun 23 - State Board of Equalization(Insight School of CA) | Bill | 06/30/2023 | ISCA Use Tax - June 23 | ISCA Use Tax - June 23 | (235.35) |
| | Bill Credit | 07/27/2023 | Use Tax True Up_Q4_Apr-Jun 23 | Use Tax True Up_Q4_Apr-Jun 23 | 235.35 |
| | | | | | 0.00 |
| Bill Payment #3486 - The Help Group - North Hills Prep(Insight School of CA) | Bill | 07/14/2023 | CVA0523NHP | | (4,379.76) |
| | Bill | 07/14/2023 | CVA0623NHP | | (1,489.56) |
| | Bill Payment | 07/14/2023 | 3486 | | 5,869.32 |
| | | | | | 0.00 |
| Bill Payment #3499 - California State Teacher's Retirement(Insight School of CA) | Bill | 07/26/2023 | Insight CA July 23 STRS | Insight CA July 23 STRS | (20,515.72) |
| | Bill Payment | 07/26/2023 | 3499 | Insight CA July 23 STRS | 20,515.72 |
| | | | | | 0.00 |
| Bill Payment #ACH July 2023 - Insperty(Insight School of CA) | Bill | 07/31/2023 | 07.01.23 to 07.31.23 | 07.01.23 to 07.31.23 | (177,348.61) |
| | Bill Payment | 07/31/2023 | ACH July 2023 | 07.01.23 to 07.31.23 | 177,348.61 |

K12 : SA : Full Financials CA Node : ISCA
Board Disbursements A/P Payment History by Vendor
July 01, 2023 - July 31, 2023

Options: Show Zeros

| Transaction | Bill Type | Date | Document Number | Memo | Amount |
|--|--------------|------------|-------------------|------|-------------------|
| | | | | | 0.00 |
| Bill Payment #3494 - Marnie J Young dba Adapted Child's Play(Insight School of CA) | Bill | 07/25/2023 | INV-00317 | | (80.00) |
| | Bill Payment | 07/25/2023 | 3494 | | 80.00 |
| | | | | | 0.00 |
| Bill Payment #3497 - Virtual Technologies Group, Inc.(Insight School of CA) | Bill | 07/25/2023 | 202381 | | (1,391.47) |
| | Bill Payment | 07/25/2023 | 3497 | | 1,391.47 |
| Bill Payment #3489 - Virtual Technologies Group, Inc.(Insight School of CA) | Bill | 07/14/2023 | 202351 | | (1,537.96) |
| | Bill Payment | 07/14/2023 | 3489 | | 1,537.96 |
| | | | | | 0.00 |
| Bill Payment #3488 - The Miri Center. A Professional Psychological Corporation(Insight School of CA) | Bill | 07/14/2023 | INV-00323 | | (258.76) |
| | Bill Payment | 07/14/2023 | 3488 | | 258.76 |
| | | | | | 0.00 |
| Bill Payment #3498 - WestView School of Arts and Technology(Insight School of CA) | Bill | 07/25/2023 | ISC0523WV-revised | | (2,503.16) |
| | Bill | 07/25/2023 | ISC0623WV-revised | | (455.12) |
| | Bill Payment | 07/25/2023 | 3498 | | 2,958.28 |
| | | | | | 0.00 |
| Bill Payment #3492 - Green Hasson Janks(Insight School of CA) | Bill | 07/25/2023 | 76479 | | (1,000.00) |
| | Bill Payment | 07/25/2023 | 3492 | | 1,000.00 |
| | | | | | 0.00 |
| Bill Payment #3493 - JOAN MACY SCHOOL (INSIGHT SCHOOL OF CA) | Bill | 07/25/2023 | June 2023 ESY | | (2,338.44) |
| | Bill | 07/25/2023 | June 2023 RSY | | (719.52) |
| | Bill Payment | 07/25/2023 | 3493 | | 3,057.96 |
| Bill Payment #3483 - JOAN MACY SCHOOL (INSIGHT SCHOOL OF CA) | Bill | 07/14/2023 | May 2023 | | (3,597.60) |
| | Bill Payment | 07/14/2023 | 3483 | | 3,597.60 |
| | | | | | 0.00 |
| Bill Payment #3487 - The Help Group - Project Six(Insight School of CA) | Bill | 07/14/2023 | VN0623A.H | | (5,189.49) |
| | Bill Payment | 07/14/2023 | 3487 | | 5,189.49 |
| | | | | | 0.00 |
| Bill Payment #3490 - Behavioral Emotional & Academic Mentoring (BEAM), LLC(Insight School of CA) | Bill | 07/25/2023 | INV-00040 | | (800.00) |
| | Bill Payment | 07/25/2023 | 3490 | | 800.00 |
| | | | | | 0.00 |
| Bill Payment #3495 - Rids Brother Company Inc(Insight School of CA) | Bill | 07/25/2023 | 1369 | | (3,750.00) |
| | Bill Payment | 07/25/2023 | 3495 | | 3,750.00 |
| Bill Payment #3485 - Rids Brother Company Inc(Insight School of CA) | Bill | 07/14/2023 | 1363 | | (4,875.00) |
| | Bill Payment | 07/14/2023 | 3485 | | 4,875.00 |
| | | | | | 0.00 |
| | | | | | (5,990.45) |
| Bill Payment #3496 - School Pathways(Insight School of CA) | Bill | 07/25/2023 | 140-INV5147 | | 5,990.45 |
| | Bill Payment | 07/25/2023 | 3496 | | 5,990.45 |
| | | | | | 0.00 |
| | | | | | 0.00 |
| Total | | | | | 247,537.35 |

Transaction Summary

Insight at California

| Vendor | Amount |
|--|-----------|
| Arthur J Gallagher | 23,708.60 |
| IXL Learning Inc. | 5,971.23 |
| Reading Horizons | 768.08 |
| Rock And Roll Academy Inc. | 276.13 |
| Riverside Insights | 267.13 |
| Law Offices of Young, Minney & Corr, LLP | 219.61 |
| ULINE | 194.57 |
| Multi-Health Systems Inc. | 193.92 |
| Effectual Educational Consulting Service | 146.94 |
| FusionPlus Inc | 119.15 |
| Bill.com, Inc. | 117.15 |
| DataBasics, Inc. | 115.95 |
| Barrington Staffing Services | 114.87 |
| PAR Inc. | 108.60 |
| Green Hasson & Janks LLP | 104.37 |
| Pitney Bowes Bank Inc Purchase Power | 101.93 |
| The Back Room Inc | 101.68 |
| De Lage Landen Financial Services Inc. | 86.72 |
| Staples | 62.26 |
| UPS | 53.46 |
| Supreme Facility Services, Inc. | 52.27 |
| AT&T Mobility | 37.89 |
| Comm-Core | 32.46 |
| CA SECRETARY OF STATE WEB | 25.00 |
| Vortex Industries LLC | 23.35 |
| Quill Corporation | 16.76 |
| UBEO Business Services | 14.72 |
| Verizon Wireless | 13.97 |
| Amazon | 13.68 |
| Ontario Refrigeration | 12.80 |
| Southern California Edison | 10.19 |
| County Fire Protection | 9.87 |
| Carmen Gomez Ruiz | 9.53 |
| Waste Management | 6.68 |
| Successories | 6.33 |
| Sparkletts | 5.47 |
| Red Robin | 4.89 |
| School Services of California, Inc. | 4.21 |
| Subway | 4.17 |
| Counterpath | 4.05 |
| Viva La Pasta | 4.00 |
| Smart & Final | 3.87 |

Transaction Summary
Insight at California

| Vendor | Amount |
|--|------------------|
| Certified Languages International | 3.75 |
| Paper Recycling & Shredding | 3.21 |
| Pitney Bowes Global Financial Services | 2.62 |
| Urbane Café | 2.43 |
| Door Dash - Western Bagel | 2.15 |
| Dropbox | 1.90 |
| Little Caesars | 0.66 |
| Grand Total | 33,165.24 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|---|--|--|------------------------|----------------------|-------------|----------------------|---------------|
| Carmen Gomez Ruiz | Operations and Housekeeping Services | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 2091 | June | 600.00 | 9.53 |
| | Operations and Housekeeping Services Total | | | | | 600.00 | 9.53 |
| Carmen Gomez Ruiz Total | | | | | | 600.00 | 9.53 |
| Paper Recycling & Shredding | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 549063 | June (6/22) | 98.00 | 1.56 |
| | Office Expense Total | | | LLC 550071 | July (7/06) | 98.00 | 1.65 |
| Paper Recycling & Shredding Total | | | | | | 196.00 | 3.21 |
| Staples | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 3540059997 | June (6/09) | 860.40 | 13.67 |
| | | | | LLC 3540187908 | June (6/10) | 52.96 | 0.84 |
| | | | | LLC 3540187909 | June (6/10) | 1,394.14 | 22.15 |
| | | | | LLC 3540283299 | June (6/13) | 45.92 | 0.73 |
| | | | | LLC 3540351034 | June (6/14) | 474.26 | 7.53 |
| | | | | LLC 3541537270 | June (6/30) | 1,030.08 | 17.34 |
| Staples Total | Office Expense Total | | | | | 3,857.76 | 62.26 |
| UPS | Shipping | 54302 Postage & Delivery Expense : Messenger & Delivery | 101 General | LLC 000073Y68E253 | June (6/24) | 939.27 | 14.92 |
| | | | | LLC 000073Y68E263 | July (7/01) | 515.06 | 8.18 |
| | | | | LLC 000073Y68E273 | July (7/08) | 141.39 | 2.25 |
| | | | | LLC 000073Y68E283 | July (7/15) | 318.01 | 5.35 |
| | | | 280 SPED | LLC 0000V9159W253 | June (6/24) | 65.69 | 2.12 |
| | | | | LLC 0000V9159W263 | July (7/01) | 445.71 | 14.38 |
| | | | | LLC 0000V9159W273 | July (7/08) | 74.66 | 2.41 |
| | | | | LLC 0000V9159W283 | July (7/15) | 119.17 | 3.85 |
| UPS Total | Shipping Total | | | | | 2,618.96 | 53.46 |
| Waste Management | Operations and Housekeeping Services | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 6689366-0283-2 | July | 167.38 | 2.66 |
| | Operations and Housekeeping Services Total | | | LLC 6689385-0283-2 | July | 253.00 | 4.02 |
| Waste Management Total | | | | | | 420.38 | 6.68 |
| Barrington Staffing Services | Outside Service | 51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help | 101 General | LLC 42522 | June (6/25) | 2,167.20 | 34.43 |
| | | | | LLC 42560 | July (7/02) | 2,167.20 | 34.43 |
| | | | | LLC 42574 | July (7/09) | 1,444.80 | 22.95 |
| | | | | LLC 42602 | July (7/16) | 1,369.55 | 23.05 |
| Barrington Staffing Services Total | Outside Service Total | | | | | 7,148.75 | 114.87 |
| DataBasics, Inc. | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 0811763 | July | 7,298.70 | 115.95 |
| DataBasics, Inc. Total | Outside Service-General Total | | | | | 7,298.70 | 115.95 |
| FusionPlus Inc | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC INV-1000 | July | 7,500.00 | 119.15 |
| FusionPlus Inc Total | Outside Service-General Total | | | | | 7,500.00 | 119.15 |
| Law Offices of Young, Minney & Corr, LLP | Legal Fees | 51807 Professional Svcs & Outside Labor : Legal | 101 General | LLC 5489 | July (7/03) | 9,051.50 | 0.00 |
| | | | | LLC 5520 | July (7/03) | 455.00 | 219.61 |
| | | | 280 SPED | LLC 5489 | July (7/03) | 650.00 | 0.00 |
| Law Offices of Young, Minney & Corr, LLP Total | Legal Fees Total | | | | | 10,156.50 | 219.61 |
| Sparkletts | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 15182654 070923 | July (7/09) | 344.23 | 5.47 |
| Sparkletts Total | Office Expense Total | | | | | 344.23 | 5.47 |
| Document Tracking Services | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 320 Supp- ELD Services | LLC T-930650062 | June | 8,116.35 | 0.00 |
| Document Tracking Services Total | Outside Service-General Total | | | | | 8,116.35 | 0.00 |
| Pitney Bowes Bank Inc Purchase Power | Postage | 54301 Postage & Delivery Expense : Postage | 101 General | LLC 8000-9090-1005-2 | July (7/16) | 6,055.00 | 101.93 |
| Pitney Bowes Bank Inc Purchase Power Total | Postage Total | | | | | 6,055.00 | 101.93 |
| Verizon Wireless | Telephone - Administration | 56504 Program Fees & Other Instructional : Admin - Telephone | 101 General | LLC 9938763340 | June | 879.37 | 13.97 |
| Verizon Wireless Total | Telephone - Administration Total | | | | | 879.37 | 13.97 |
| Certified Languages International | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 320 Supp- ELD Services | LLC 74586063023 | June | 662.25 | 3.75 |
| Certified Languages International Total | Outside Service-General Total | | | | | 662.25 | 3.75 |
| Comm-Core | Communications | 53801 Phone & Internet Expense : Telephone | 101 General | LLC 1076063 | July | 2,043.46 | 32.46 |
| Comm-Core Total | Communications Total | | | | | 2,043.46 | 32.46 |
| School Services of California, Inc. | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 0138049-IN | July | 250.00 | 4.21 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | I-CA |
|--|--|--|------------------------------|----------------------|--------------|----------------------|--------|
| School Services of California, | Outside Service-General Total | | | | | 250.00 | 4.21 |
| School Services of California, Inc. Total | | | | | | 250.00 | 4.21 |
| Effectual Educational Consulting Service | Subagreements for Services | 51817 Professional Svcs & Outside Labor ; Special Education Professional Services | 280 SPED | LLC 10890 | May | 8,820.00 | 146.94 |
| | Subagreements for Services Total | | | | | 8,820.00 | 146.94 |
| Effectual Educational Consulting Service Total | | | | | | 8,820.00 | 146.94 |
| Ontario Refrigeration | Operations and Housekeeping Services | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC GW27462M | July (7/01) | 806.00 | 12.80 |
| | Operations and Housekeeping Services Total | | | | | 806.00 | 12.80 |
| Ontario Refrigeration Total | | | | | | 806.00 | 12.80 |
| Supreme Facility Services, Inc. | Operations and Housekeeping Services | 53400 Rent and Utilities : Repairs and Maintenance | 101 General | LLC 3462 | July | 3,290.00 | 52.27 |
| | Operations and Housekeeping Services Total | | | | | 3,290.00 | 52.27 |
| Supreme Facility Services, Inc. Total | | | | | | 3,290.00 | 52.27 |
| Amazon | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 3537033 | July | 656.22 | 10.43 |
| | | | | 9209002 | July | 10.71 | 0.17 |
| | | | | 2125840 | July | 11.79 | 0.19 |
| | | | | 4475411 | July | 18.96 | 0.30 |
| | | | | 9246639 | July | 23.58 | 0.37 |
| | | | | 3788239 | July | 20.37 | 0.32 |
| | | | | 0259430 | July | 20.37 | 0.32 |
| | | | | 6221028 | July | 39.26 | 0.62 |
| | | | | 1241831 | July | 49.32 | 0.78 |
| | | | | 6272213 | July | 10.71 | 0.17 |
| | Office Expense Total | | | | | 861.29 | 13.68 |
| Amazon Total | | | | | | 861.29 | 13.68 |
| Pitney Bowes Global Financial Services | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 1023463609 | July (7/10) | 155.62 | 2.62 |
| | Office Expense Total | | | | | 155.62 | 2.62 |
| Pitney Bowes Global Financial Services Total | | | | | | 155.62 | 2.62 |
| Quill Corporation | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 33106029 | June (6/20) | 7.71 | 0.12 |
| | | | | LLC 33115490 | June (6/20) | 239.31 | 3.80 |
| | | | | LLC 33139109 | June (6/21) | 251.58 | 4.00 |
| | | | | LLC 33139256 | June (6/21) | 46.30 | 0.74 |
| | | | | LLC 33166373 | June (6/23) | 118.23 | 1.88 |
| | | | | LLC 33276716 | June (6/29) | 235.90 | 3.97 |
| | | | | LLC 33277334 | June (6/29) | 59.60 | 1.00 |
| | | | | LLC 33277414 | June (6/29) | 74.54 | 1.25 |
| | Office Expense Total | | | | | 1,033.17 | 16.76 |
| Quill Corporation Total | | | | | | 1,033.17 | 16.76 |
| ULINE | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | LLC 164577653 | June (6/07) | 621.46 | 9.87 |
| | | | | LLC 164632997 | June (6/08) | 11,155.19 | 177.22 |
| | | | | LLC 165399234 | June (6/28) | 470.24 | 7.47 |
| | Office Expense Total | | | | | 12,246.89 | 194.57 |
| ULINE Total | | | | | | 12,246.89 | 194.57 |
| AT&T Mobility | Communications | 53801 Phone & Internet Expense : Telephone | 101 General | LLC 80557846671578 | July | 636.83 | 10.12 |
| | | | | LLC 8400660804 | June | 1,748.36 | 27.78 |
| | Communications Total | | | | | 2,385.19 | 37.89 |
| AT&T Mobility Total | | | | | | 2,385.19 | 37.89 |
| Southern California Edison | Utilities | 53302 Rent and Utilities : Utilities, CAM, and Real Estate | 101 General | LLC 700203189681 - 0 | June | 605.53 | 10.19 |
| | Utilities Total | | | | | 605.53 | 10.19 |
| Southern California Edison Total | | | | | | 605.53 | 10.19 |
| Green Hasson & Janks LLP | Accounting Fees | 56321 Program Fees & Other Instructional : Program Fees - Accounting | 101 General | LLC 76486 | June (6/24) | 6,200.00 | 104.37 |
| | Accounting Fees Total | | | | | 6,200.00 | 104.37 |
| Green Hasson & Janks LLP Total | | | | | | 6,200.00 | 104.37 |
| Instructional Coaching Group | Teacher Training | 56313 Program Fees & Other Instructional : Program Fees - Professional Development | 620 Title II | LLC 20391 | April (4/17) | 21,902.00 | 0.00 |
| | Teacher Training Total | | | | | 21,902.00 | 0.00 |
| Instructional Coaching Group Total | | | | | | 21,902.00 | 0.00 |
| Virtual Technologies Group | Office Equipment | 15050 - Office Equipment | 101 General | LLC 202273 | July (7/05) | 6,726.62 | 0.00 |
| | Office Equipment Total | | | | | 6,726.62 | 0.00 |
| Virtual Technologies Group Total | | | | | | 6,726.62 | 0.00 |
| Classwork Co DBA Classkick | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 390 SUPP - Instructional Suj | LLC 2021-11592 | July | 19,999.00 | 0.00 |
| | Non K12 Curriculum Total | | | | | 19,999.00 | 0.00 |
| Classwork Co DBA Classkick Total | | | | | | 19,999.00 | 0.00 |
| Committee for Children | Prepaid Other | 13514 Prepaid Other | 560 Title I | LLC 5040135 | June | 3,199.00 | 0.00 |
| | Prepaid Other Total | | | | | 3,199.00 | 0.00 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | i-CA |
|--|---------------------------------|---|-----------------------------|--------------------|-------------|----------------------|------------------|
| Committee for Children Total | | | | | | 3,199.00 | 0.00 |
| County Fire Protection | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 23-29199 | July (7/06) | 621.05 | 9.87 |
| Outside Service-General Total | | | | | | 621.05 | 9.87 |
| County Fire Protection Total | | | | | | 621.05 | 9.87 |
| De Lage Landen Financial Services Inc. | Equipment Rental Expense | 55304 Facilities & Equipment Rental Expense : Equipment Rental | 101 General | LLC 80059000 | June | 2,650.19 | 44.61 |
| Equipment Rental Expense Total | | | | | | 2,650.19 | 44.61 |
| De Lage Landen Financial Services Inc. Total | | | | | | 5,300.38 | 86.72 |
| ExploreLearning, LLC | Dues and Memberships | 55801 Dues, Memberships & Research Svcs : Memberships | 560 Title I | LLC 6835034 | June (6/29) | 7,900.00 | 0.00 |
| Dues and Memberships Total | | | | | | 7,900.00 | 0.00 |
| Non K12 Curriculum | | | | | | 39,460.50 | 0.00 |
| Non K12 Curriculum Total | | | | | | 39,460.50 | 0.00 |
| ExploreLearning, LLC Total | | | | | | 47,360.50 | 0.00 |
| Multi-Health Systems Inc. | Materials and Supplies | 56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials | 280 SPED | LLC 51P00322492 | June (6/29) | 5,762.50 | 193.92 |
| Materials and Supplies Total | | | | | | 5,762.50 | 193.92 |
| Multi-Health Systems Inc. Total | | | | | | 5,762.50 | 193.92 |
| PAR Inc. | Materials and Supplies | 56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials | 280 SPED | LLC SQ-00022500-1 | June (6/27) | 3,998.82 | 108.60 |
| Materials and Supplies Total | | | | | | 3,998.82 | 108.60 |
| PAR Inc. Total | | | | | | 3,998.82 | 108.60 |
| Reading Horizons | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 280 SPED | LLC 55599 | June (6/07) | 22,824.36 | 768.08 |
| Non K12 Curriculum Total | | | | | | 22,824.36 | 768.08 |
| Reading Horizons Total | | | | | | 22,824.36 | 768.08 |
| Renaissance Learning, Inc | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 300 Supp | LLC INV5289737 | June (6/27) | 17,177.06 | 0.00 |
| Non K12 Curriculum Total | | | | | | 155,022.94 | 0.00 |
| Materials and Supplies | | | | | | 172,200.00 | 0.00 |
| Materials and Supplies Total | | | | | | 137,655.00 | 0.00 |
| Renaissance Learning, Inc Total | | | | | | 309,855.00 | 0.00 |
| The Back Room Inc | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC INV-2033 | May (5/31) | 3,200.00 | 50.84 |
| Outside Service-General Total | | | | | | 6,400.00 | 101.68 |
| The Back Room Inc Total | | | | | | 6,400.00 | 101.68 |
| Vortex Industries LLC | Outside Service-General | 51801 Professional Svcs & Outside Labor : Other Professional Services | 101 General | LLC 01-1686379 | June (6/30) | 1,469.85 | 23.35 |
| Outside Service-General Total | | | | | | 1,469.85 | 23.35 |
| Vortex Industries LLC Total | | | | | | 1,469.85 | 23.35 |
| 3P Learning Inc. | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 560 Title I | LLC INV-US-17796 | July (7/14) | 710.00 | 0.00 |
| Non K12 Curriculum Total | | | | | | 710.00 | 0.00 |
| 3P Learning Inc. Total | | | | | | 710.00 | 0.00 |
| Arthur J Gallagher | Prepaid Other | 13514 Prepaid Other | 101 General | LLC 4769473 | July (7/13) | 314,443.63 | 0.00 |
| Prepaid Other Total | | | | | | 48,515.73 | 23,708.60 |
| Arthur J Gallagher Total | | | | | | 362,959.36 | 23,708.60 |
| Echo | Teacher Training | 56313 Program Fees & Other Instructional : Program Fees - Professional Development | 480 SUPP - Student Training | LLC 5217 | June (6/29) | 325.00 | 0.00 |
| Teacher Training Total | | | | | | 325.00 | 0.00 |
| Echo Total | | | | | | 325.00 | 0.00 |
| ESGI LLC | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 440 SUPP - Assessments | LLC ESGI44708 | July (7/14) | 2,808.00 | 0.00 |
| Non K12 Curriculum Total | | | | | | 2,808.00 | 0.00 |
| ESGI LLC Total | | | | | | 2,808.00 | 0.00 |
| Global Online Language Services US Inc. | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 360 SUPP - ELD Support | LLC INV-9408119850 | July (7/11) | 6,955.00 | 0.00 |
| Non K12 Curriculum Total | | | | | | 6,955.00 | 0.00 |
| Global Online Language Services US Inc. Total | | | | | | 6,955.00 | 0.00 |
| IXL Learning Inc. | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 751 CRRSA ESSER II | LLC 5469096 | July (7/12) | 14,077.00 | 5,971.23 |
| Non K12 Curriculum Total | | | | | | 59,931.00 | 5,971.23 |
| IXL Learning Inc. Total | | | | | | 59,931.00 | 5,971.23 |
| Kaeser & Blair, Inc | School Event | 56328 Program Fees & Other Instructional : Program Fees - School Events Expense | 330 SUPP - Engagement | LLC 30306140 | May (5/17) | 1,577.80 | 0.00 |

Transaction Details
Insight California

| Employee/Vendor | Description for Coding Purposes | GL Account (Added) | Class | Invoice Number | Time Period | Total Invoice Amount | I-CA |
|--|--|---|------------------------|-------------------|-------------|----------------------|------------------|
| Kaesar & Blair, Inc | School Event Total | | | | | 1,577.80 | 0.00 |
| Kaesar & Blair, Inc Total | | | | | | 1,577.80 | 0.00 |
| Mystery Science C/O Discovery Education Inc | Prepaid Other | 13514 Prepaid Other | 560 Title I | LLC 227908 | July (7/13) | 1,695.00 | 0.00 |
| | Prepaid Other Total | | | | | 1,695.00 | 0.00 |
| Mystery Science C/O Discovery Education Inc Total | | | | | | 1,695.00 | 0.00 |
| Riverside Insights | Materials and Supplies | 56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials | 280 SPED | LLC INV173103 | July (7/12) | 8,270.38 | 267.13 |
| | Materials and Supplies Total | | | | | 8,270.38 | 267.13 |
| Riverside Insights Total | | | | | | 8,270.38 | 267.13 |
| Rock And Roll Academy Inc. | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 860 AMIMBG | LLC 071023 | July (7/10) | 18,750.00 | 276.13 |
| | Non K12 Curriculum Total | | | | | 18,750.00 | 276.13 |
| Rock And Roll Academy Inc. Total | | | | | | 18,750.00 | 276.13 |
| Rosetta Stone LLC | Non K12 Curriculum | 56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum | 360 SUPP - ELD Support | LLC 11946441 | July (7/12) | 6,000.00 | 0.00 |
| | Non K12 Curriculum Total | | | | | 6,000.00 | 0.00 |
| Rosetta Stone LLC Total | | | | | | 6,000.00 | 0.00 |
| UBEO Business Services | 53304 Equipment Rental Expense | #N/A | 101 General | LLC 4184995 | July (7/18) | 874.65 | 14.72 |
| | 53304 Equipment Rental Expense Total | | | | | 874.65 | 14.72 |
| UBEO Business Services Total | | | | | | 874.65 | 14.72 |
| Bill.com, Inc. | Dues and Memberships | 55801 Dues, Memberships & Research Svcs : Memberships | 101 General | 23070045867 | June | 1,343.00 | 117.15 |
| | Dues and Memberships Total | | | | | 1,343.00 | 117.15 |
| Bill.com, Inc. Total | | | | | | 1,343.00 | 117.15 |
| CA SECRETARY OF STATE WEB | Dues and Memberships | 55801 Dues, Memberships & Research Svcs : Memberships | 101 General | 3506104 | July | 25.00 | 0.00 |
| | | | | 2891200 | July | 25.00 | 0.00 |
| | | | | 2891199 | July | 25.00 | 0.00 |
| | | | | 2667800 | July | 25.00 | 0.00 |
| | | | | 2667799 | July | 25.00 | 0.00 |
| | | | | 3199348 | July | 25.00 | 0.00 |
| | | | | 3955280 | July | 25.00 | 25.00 |
| | | | | 3955281 | July | 25.00 | 0.00 |
| | Dues and Memberships Total | | | | | 200.00 | 25.00 |
| CA SECRETARY OF STATE WEB Total | | | | | | 200.00 | 25.00 |
| Counterpath | Dues and Memberships | 55801 Dues, Memberships & Research Svcs : Memberships | 101 General | 136016 | July | 254.83 | 4.05 |
| | Dues and Memberships Total | | | | | 254.83 | 4.05 |
| Counterpath Total | | | | | | 254.83 | 4.05 |
| Door Dash - Western Bagel | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 7142023 | July | 135.07 | 2.15 |
| | Office Expense Total | | | | | 135.07 | 2.15 |
| Door Dash - Western Bagel Total | | | | | | 135.07 | 2.15 |
| Dropbox | Dues and Memberships | 55801 Dues, Memberships & Research Svcs : Memberships | 101 General | 9727GGGWFC68 | July | 119.88 | 1.90 |
| | Dues and Memberships Total | | | | | 119.88 | 1.90 |
| Dropbox Total | | | | | | 119.88 | 1.90 |
| Little Caesars | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 237107025 | July | 41.62 | 0.66 |
| | Office Expense Total | | | | | 41.62 | 0.66 |
| Little Caesars Total | | | | | | 41.62 | 0.66 |
| Red Robin | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 519411 | July | 307.56 | 4.89 |
| | Office Expense Total | | | | | 307.56 | 4.89 |
| Red Robin Total | | | | | | 307.56 | 4.89 |
| Smart & Final | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 7102023 | July | 113.30 | 1.80 |
| | | | | 7162023 | July | 114.97 | 1.83 |
| | | | | 7202023 | July | 15.56 | 0.25 |
| | Office Expense Total | | | | | 243.83 | 3.87 |
| Smart & Final Total | | | | | | 243.83 | 3.87 |
| Subway | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | V3X-6GV | July | 262.46 | 4.17 |
| | Office Expense Total | | | | | 262.46 | 4.17 |
| Subway Total | | | | | | 262.46 | 4.17 |
| Successories | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 5419680 | July | 398.42 | 6.33 |
| | Office Expense Total | | | | | 398.42 | 6.33 |
| Successories Total | | | | | | 398.42 | 6.33 |
| Urbane Café | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 19644914337628100 | July | 153.01 | 2.43 |
| | Office Expense Total | | | | | 153.01 | 2.43 |
| Urbane Café Total | | | | | | 153.01 | 2.43 |
| Viva La Pasta | Office Expense | 52802 Office Supplies Expense : Office Supplies - COS | 101 General | 878 | July | 252.04 | 4.00 |
| | Office Expense Total | | | | | 252.04 | 4.00 |
| Viva La Pasta Total | | | | | | 252.04 | 4.00 |
| Grand Total | | | | | | 1,024,538.39 | 33,165.24 |

APPROVED

**TO: INSIGHT SCHOOL OF CALIFORNIA
GOVERNING BOARD**

BOARD REPORT #09

VIA: INSIGHT STAFF

September 14, 2023

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of Insight School of California approve the application for federal categorical funds through the Consolidated Application, 2023-24 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, Insight School of California 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: *Casey Robinson* Date: 9/14/2023

| Name | Aye | No | Abstain | Absent | Moved | Second |
|-----------------|-----|----|---------|--------|-------|--------|
| Kelly Fellows | X | | | | | |
| Devon Freitas | X | | | | | X |
| Frank Wilson | X | | | | X | |
| Melissa Brandon | | | | X | | |

2023–24 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/ca21assurancetoc.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 | 08/01/2023 |

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.

2023–24 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

| | |
|---|----------------|
| The authorized representative agrees to the above statement | Yes |
| Authorized Representative's Full Name | Kimberly Odom |
| Authorized Representative's Title | Head of School |
| Authorized Representative's Signature Date | 08/01/2023 |
| Comment | |
| If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters) | |

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2023–24 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 | 06/12/2023 |
| Authorized Representative's Full Name | Kimberly Odom |
| Authorized Representative's Title | Head of School |

*****Warning*****

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2023–24 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*****

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.

**TO: INSIGHT SCHOOL OF CALIFORNIA
GOVERNING BOARD**

BOARD REPORT # 03

VIA: INSIGHT STAFF
September 14, 2023

APPROVED

SUBJECT: 2023-2024 Employment Agreements and Terminations

PROPOSAL:

It is proposed that the Governing Board of Insight School of California ratify the following 2023-2024 Employment Agreements and Terminations.

BACKGROUND:

Insight School of California offered contracts to teachers to meet the enrollment demands of the 2023-2024 school year.

New Hires:

| Last Name | First Name | Title | FTE |
|-----------|------------|--------------------------|-----|
| Pace | Madeline | Teacher, High School | 1.0 |
| Ojeda | Victoria | Special Education Mentor | 0.0 |
| Glazer | Alissa | Education Specialist, HS | 1.0 |
| Horton | Laural | Education Specialist, HS | 1.0 |

Terminations/Resignations:

| Last Name | First Name | Title | FTE |
|------------|------------|--------------------------|-----|
| 1) Ivarson | Andrea | Teacher, High School | 1.0 |
| 2) Flores | Jeana | Education Specialist, HS | 1.0 |
| 3) Yau | Richelle | Education Specialist, HS | 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 2023-2024 Employment Agreements and Terminations
2. Authorize Designee of Board of Directors to sign the 2023-2024 Employment Agreements on behalf of Insight School of California.

RESPECTFULLY SUBMITTED:

Kimberly Odom
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: Casey Robinson Date: 9/14/2023

| Name | Aye | No | Abstain | Absent | Moved | Second |
|-----------------|-----|----|---------|--------|-------|--------|
| Kelly Fellows | X | | | | | |
| Devon Freitas | X | | | | X | |
| Frank Wilson | X | | | | | X |
| Melissa Brandon | | | | X | | |

**TO: INSIGHT AT SCHOOL OF CALIFORNIA
GOVERNING BOARD**

BOARD REPORT #04

VIA: INSIGHT STAFF

September 14, 2023

APPROVED

SUBJECT: Employee Handbook Update

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

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

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Review and approve the Employee Handbook.

RESPECTFULLY SUBMITTED:

Kimberly Odom
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: Casey Matinson Date: 9/14/2023

| Name | Aye | No | Abstain | Absent | Moved | Second |
|-----------------|-----|----|---------|--------|-------|--------|
| Kelly Fellows | X | | | | X | |
| Devon Freitas | X | | | | | X |
| Frank Wilson | X | | | | | |
| Melissa Brandon | | | | X | | |

Below are the titles that have changed between the old handbook and the new version. You will notice some existing policies are more robust. INSIGHT has added the following new policies or made the following changes to existing policies.

- New - Remote Work/Telecommuting
- New - Email and Signature Blocks
- New - Virtual Teaching Protocol
- New - SharePoint
- Bereavement Leave - Updated to meet new State requirements.
- Holiday – Added Juneteenth (June 19th)

| Insperty POLICY NAME (old) | Handbook Policy Name (New) |
|---|--|
| CONTINUATION OF BENEFITS | Covered in FMLA Policy |
| AT-WILL EMPLOYMENT | About This Handbook/Disclaimer |
| CHANGE IN POLICY | About This Handbook/Disclaimer |
| ACCOMMODATION OF DISABILITIES | Reasonable Accommodations & Interactive Dialogue |
| ROMANTIC RELATIONSHIPS | Hiring Relatives/Employee Relationships |
| EMPLOYMENT VERIFICATIONS | Insperty Online Services |
| INSPERTY ONLINE SERVICES | INSPERTY ONLINE SERVICES |
| JURY DUTY AND WITNESS LEAVE | Jury Duty |
| LACTATION ACCOMMODATION | Lactation Breaks |
| MILITARY LEAVE OF ABSENCE | Military Leave |
| ANTI-HARASSMENT | Non-Harassment |
| OVERTIME FOR NONEXEMPT EMPLOYEES | Overtime |
| WIRELESS COMMUNICATION DEVICE USE GUIDELINES | Personal and Company-Provided Portable Communication Devices |
| PERSONAL LEAVE OF ABSENCE | Personal Leave |
| ABSENTEEISM AND TARDINESS | Punctuality & Attendance |
| EXEMPT EMPLOYEE REDUCTION OF SALARY | Safe Harbor Policy for Exempt Employees |
| TOBACCO-FREE WORKPLACE | Smoking |
| INTERNET CODE OF CONDUCT | Use of Communications and Computer Systems |
| WORKPLACE ACCIDENTS AND WORKERS' COMPENSATION INSURANCE | Workers' Compensation |
| HOURS OF OPERATION | Working Hours and Schedule |
| GUIDELINES FOR APPROPRIATE CONDUCT | Workplace Conduct |
| VIOLENCE IN THE WORKPLACE | Workplace Violence |
| WEAPONS | Workplace Violence |
| PERSONNEL FILES | Your Employment Records |
| ERROR IN PAY | Your Paycheck |
| PAY PRACTICES | Your Paycheck |

Insight Schools of California Employee Handbook



September 01, 2023

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 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 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 Head of School.

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

This employee handbook is designed to be a resource for all Insight Schools of California employees and contains the employment policies and practices in effect at the time of publication. 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.

This handbook supersedes all prior handbooks.

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Section 1 - WELCOME

1-1 WELCOME TO INSIGHT SCHOOLS OF CALIFORNIA

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

Introduction to the School

While the Insight Schools of California are public schools, they are unique in that they are virtual. Thus, for a good part of the time, we will work together remotely. One of the challenges of working together remotely is trust; and trust comes from the sharing of critical information, good and regular communications, the setting of clear expectations, and then living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact Insight Schools of California Offices 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

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

ISCA INTRANET

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

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.

HISTORY

The Insight Schools of California is a network of public charter schools. ISCA operates as a DASS (Dashboard Alternative School Status) school. ISCA specializes in serving at-risk high school students. We have 3 schools in the state of California. 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 each school has a Board of Directors comprised of parents and community members who are passionate about providing additional educational opportunities to the students of California. The Board of Directors for each of the Insight Schools of California has entered into a management contract with K12 Inc., a Virginia based education curriculum.

Our School office 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 TO HANDBOOK

For employees who are commencing employment with Insight Schools of California ("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.

Insight Schools of California and Insuperity are in a co-employment work relationship. This means that Insight Schools of California handles the day-to-day operations related to its core business. Insuperity handles the administrative responsibilities, such as payroll processing and benefits, and supports the company with human resource issues.

You should have already signed an Employment Agreement outlining your employment relationship with Insuperity. Contact your supervisor or an Insuperity payroll or human resource specialist if you have any questions.

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 ANTI-BULLYING

Insight Schools of California and Insuperity are 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, the School and Insperity will promptly take any necessary and appropriate disciplinary action.

Insight Schools of California and Insperity 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 human resources department is encouraged as a first step. If your problem is not resolved after discussing with your supervisor or human resources department, you are encouraged to request a meeting with an Insperity human resource specialist. In an effort to resolve the problem, the Insperity 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 Anti-Harassment policy.

2-3 ANTI-HARASSMENT

Insight Schools of California and Insperity are committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of harassment and discrimination. Any form of harassment, even when not unlawful or directed at a protected category, is prohibited and will not be tolerated. All employees, including supervisors, co-workers, vendors, contractors, customers or other third parties, are expected to adhere to this policy.

Reported or suspected occurrences of harassment or discrimination will be promptly and thoroughly investigated. Following an investigation, Insight Schools of California and Insperity will promptly take any necessary and appropriate disciplinary action.

Insight Schools of California and Insperity will not permit or condone any acts of retaliation against anyone who files or cooperates in the investigation of harassment or discrimination complaints.

The term "harassment" includes harassment based on any category protected by federal, state or local law, which may include, but is not limited to, unwelcome slurs, jokes, or verbal, graphic or physical conduct relating to an individual's race (including hair texture and hairstyles), color, religious creed, sex, national origin, ancestry, citizenship status, pregnancy, childbirth, physical disability, mental and/or intellectual disability, age, military status or status as a Vietnam-era or special disabled veteran, marital status, registered domestic partner or civil union status, familial status, gender (including sex stereotyping and gender identity or expression), medical condition (including, but not limited to, cancer related or HIV/AIDS related), genetic information, or sexual orientation.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

1. Submission to such conduct is an explicit or implicit term or condition of employment;
2. Employment decisions are based on an employee's submission to or rejection of such conduct; or
3. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

Complaint Procedure

Insight Schools of California and Insperty provide you 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 is encouraged to immediately inform the alleged offender that the behavior is unwelcome. In many instances, the person is unaware their conduct is offensive and this action alone may often resolve the problem. If the informal discussion with the alleged offender is unsuccessful in remedying the problem, or if you do not feel comfortable with such an approach, you should immediately report the conduct to your immediate supervisor, manager or Head of School and the Insperty Anti-Harassment Hotline number at 844-677-3030. We cannot resolve a harassment or discrimination problem, unless we know about it. Therefore, it is your responsibility to bring those kinds of problems to our attention so we can take the necessary steps to correct any problems. The report should include all facts available to you regarding the alleged harassment, sexual harassment, or discrimination.

When you call the Insperty Anti-Harassment Hotline, please be sure to leave your name, Insperty employee identification number or the last four digits of your social security number, and the name of the client company for which you work. If you wish to make an anonymous complaint, you may do so. However, the scope of our investigation may be limited based on the information you provide.

Confidentiality

All reports of alleged harassment, sexual harassment, or discrimination will be treated seriously. Confidentiality will be maintained to the extent possible. However, to conduct a thorough investigation, certain information may need to be disclosed to other individuals, including the alleged offender. Consequently, absolute confidentiality cannot be promised and cannot be guaranteed.

Investigative Procedure

Once a complaint of alleged harassment, sexual harassment, or discrimination is received, we will begin a prompt and thorough investigation. The investigation may include interviews with all involved employees, including the alleged harasser, and any employees who are aware of facts or incidents alleged to have occurred.

Following an investigation, Insight Schools of California and Insperty will promptly take any necessary and appropriate disciplinary action. Disciplinary action will be taken if the investigation reveals that an employee has acted in a manner that is not in alignment with the goals of this policy. Insight Schools of California and Insperty may address any workplace issue discovered during an investigation. This may include some or all of the following steps:

1. Restore any lost terms, conditions, or benefits of employment to the complaining employee.
2. Discipline the alleged harasser. This discipline may include written disciplinary warnings, transfer, demotion, suspension and/or termination of employment.

If the alleged harassment, sexual harassment, or discrimination is from a vendor, contractor, customer or other third party, Insight Schools of California and Insperty will take appropriate action to stop the conduct.

If you have made a complaint but feel that the action taken in response has not remedied the situation, you should make an additional complaint following the complaint procedure outlined in this policy.

Duties of Employees and Supervisors

All employees of the company, both management and non-management, are responsible for ensuring that a workplace free of harassment, sexual harassment, and discrimination is maintained. Any employee may file a complaint regarding incidents experienced personally or incidents observed in the workplace. The company strives to maintain a pleasant work environment where all employees are able to effectively perform their work without interference of any type and requests the assistance of all employees in this effort.

All managers and supervisors are responsible for doing all they can to prevent and discourage harassment, sexual harassment, and discrimination from occurring. If a complaint of harassment, sexual harassment or discrimination is raised, the individual to whom the complaint is made (i.e., supervisor, manager, company owner) should act promptly to notify the Insperty Anti-Harassment hotline number so an investigation may promptly proceed. The company and Insperty may discipline any managers or supervisors who fail to follow this policy, which discipline may include termination.

Read the DFEH-185 Brochure:

https://portal.insperty.com/cs/nsp/Document/Forms_Policy/Client_Pol_Ack/the_facts_about_sexual_harassment__ca_/1428419803417/DFEH-185P-EG_12_2017.pdf. The California Department of Fair Employment and Housing and/or the U.S. Equal Employment Opportunity Commission may also investigate and process complaints of harassment and discrimination.

2-4 BACKGROUND CHECKS

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

2-5 CERTIFICATED STAFF

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

If the credential holder allows their credential, which is specifically required for their assignment, to expire, they will immediately be placed on an unpaid leave of absence and not be allowed to return to their assignment until the credential has been renewed, cleared, or extended. 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. Employees would be eligible to re-apply on EdJoin once their credential is current. It is the sole responsibility of the

credential holder to keep their credential current and take all necessary steps to ensure it is renewed, cleared, or extended prior to the expiration date listed on the credential.

2-6 CHILD ABUSE AND NEGLECT REPORTING

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of employment whom they know or reasonably suspects 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.

2-7 DRUG-FREE AND ALCOHOL-FREE WORKPLACE

To help ensure a safe, healthy and productive work environment for our employees and others, to protect School property, and to ensure efficient operations, Insight 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.

The School maintains a policy of non-discrimination and will endeavor to make reasonable accommodations to assist individuals recovering from substance and alcohol dependencies, and those who have a medical history which reflects treatment for substance abuse conditions. However, employees may not request an accommodation to avoid discipline for a policy violation. We encourage employees to seek assistance before their substance abuse or alcohol misuse renders them unable to perform the essential functions of their jobs, or jeopardizes the health and safety of any School employee, including themselves.

As a condition of continued employment, all employees must comply with this policy. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment. Contact the Employee Assistance Program (EAP) for information about the availability of treatment programs such as assistance provided by Insperity's health care plan coverage or drug and alcohol abuse rehabilitation

and education programs. Employee Assistance Program (EAP) contact information can be found in the Insperty portal under the benefits tab. This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

2-8 EQUAL EMPLOYMENT OPPORTUNITY STATEMENT

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. Our 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 the Head of 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 the Head 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 the Head of 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.

2-9 IMMIGRATION LAW COMPLIANCE

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

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

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

2-10 REASONABLE ACCOMMODATIONS & INTERACTIVE DIALOGUE

Insight 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). To that end, we 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, without regard to any protected classifications, 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.

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

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 with an employee, it should not be construed as Insight Schools of California belief an individual 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.

As part of the interactive dialogue, Insight Schools of California reserves the right to request supporting documentation, to the maximum extent permitted by applicable law.

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 Resource Department.

2-11 RESIDENCE

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

2-12 TUBERCULOSIS TESTING

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

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

2-13 WORKPLACE VIOLENCE

Insight 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 that maintaining confidentiality does not impede the School'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 shall 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 emails job postings to employees as applicable. If you see a posting for a job that interests you and feel that you meet the qualifications, we encourage you to apply for the position.

3-2 REFER A NEW HIRE

Our employees know our needs and School culture and are often best situated to recommend employees to fill open positions within 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.

All referrals must be submitted to Human Resources. Referrals will be kept confidential until the recruiting effort has been completed.

3-3 NEW HIRE TRAINING

Upon accepting your position, you will receive communication from Insight Schools of California and Insperty regarding important information with your new hire paperwork, benefits information, and self-paced new employee orientation. You will need to create your own account in the Insperty on-line Employee Service Center and complete the new employee self-paced orientation. You will receive detailed instructions as part of your new hire training.

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

Employees are eligible for benefits as of their commencement date.

Section 4 - OPERATIONAL POLICIES

4-1 COMPLAINT RESOLUTION PROCEDURE

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 an Insuperity human resource specialist. In an effort to resolve the problem, the Insuperity human resource specialist will consider the facts and may conduct an investigation.

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

4-2 EMPLOYEE CLASSIFICATIONS

For purposes of this handbook, all Insight 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.

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

4-3 JOB POSTINGS

Insight 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 on-line job posting program which is in place for all employees. To be eligible to apply for an open position, employees 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 on-line job posting application must be completed in order to be considered for the position. Not all positions are guaranteed to be posted. The School reserves the right to seek applicants solely from outside sources or to post positions internally and

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

4-4 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 modify your W-4, complete a new W-4 form obtained from Insperty Premier™ at <http://portal.insperty.com>, under Forms and Policies. 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. If you have a question about these or any deductions, you should speak to your Insperty 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.

4-5 OVERTIME

Like most successful companies, Insight Schools of California experiences periods of extremely high activity. During these busy periods, additional work is required from all of us. 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. It is our policy that no overtime can be worked without the advance approval of your supervisor. Failure to obtain approval in advance of working the overtime is a violation of company policy and you may be subject to disciplinary action.

Non-exempt employees generally will be paid overtime at the rate of time and one-half (1.5) times their regular hourly wage 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 (7th) 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 (7th) day of the workweek.

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. Employees may work overtime only with management authorization.

Employees are not to work "off the clock" and are required to ensure that all time worked is properly recorded. If you are given directions to perform work "off the clock," you should promptly notify your supervisor. If your supervisor has given you directions to work "off the clock" and/or has told you not to properly record all hours worked, notify your human resource department. You will not be penalized in any way for making such a complaint.

4-6 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.

4-7 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 Department 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.

4-8 REMOTE WORK/TELECOMMUTING

Insight Schools of California allows employees to work remotely when their job duties and work performance are determined to be eligible for remote 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. Employees are expected to be available and ready to work in a distraction-free location during their normally scheduled working hours.

Remote work is not a substitute for childcare or other dependent care. The employee shall make or maintain childcare arrangements to permit concentration on work assignments during working hours.

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

Location

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

Duties

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

Virtual Meetings (other than the classroom)

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

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

Accidents and Injuries

Employees agree to maintain safe conditions in the remote workspace 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 workspace, 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 workspace outside normal working hours or for injuries that occur as a result of a reasonably recognizable unsafe remote workspace.

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 their supervisor.

4-9 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 Human Resources or any other supervisor in the School with whom the employee feels comfortable. If employees are unsure of whom to contact if they have not received a satisfactory response within five (5) business days after reporting the incident, they should immediately contact the Head of Human Resources, Insight School of California 50 Moreland Road Simi Valley, California 93065, (805) 581-0202.

Every report will be fully investigated and corrective action will be taken where appropriate, up to and including termination for any employee who violates this policy. In addition, the School will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including termination.

4-10 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.

4-11 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, 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.

4-12 TRAVEL TIME FOR 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.

4-13 VIRTUAL TEACHING PROTOCOL

Virtual Teaching Protocol While on Camera:

1. Teachers are expected to dress professionally and maintain a neat and appropriate appearance while on camera. This includes adhering to the school's dress code policy.
2. Teachers should establish a dedicated workspace that is free from distractions and conducive to teaching. The background should be appropriate and devoid of personal or sensitive materials.
3. Teachers are expected to attend online sessions punctually and be prepared to start the lesson at the scheduled time.
4. Teachers should keep their camera on throughout the session unless there are exceptional circumstances. Maintaining a visible presence helps facilitate engagement and connection with students.
5. Teachers will enforce the same classroom management policies online as they would in a physical classroom. Establish clear expectations for student behavior and address any disruptive or inappropriate conduct promptly.
6. Teachers will use appropriate and professional language during virtual sessions.
7. Teachers should not use personal devices, such as cell phones or tablets, for non-instructional purposes while on camera.
8. Teachers should respect the privacy of students and refrain from sharing any personal or identifiable information about students during virtual sessions. Student work or contributions should not be shared without consent.
9. Teachers will actively engage in professional development opportunities related to virtual teaching and technology-enhanced instruction. This helps ensure proficiency in using online platforms and tools effectively.
10. Classrooms with students present are to be supervised at all times. In the event of an emergency, contact an administrator to join the session or remove students from the session and lock the room; contact an administrator immediately.
11. To maintain a professional and focused learning environment, teachers should refrain from having other members of the family or household on camera during instructional sessions, including children, unless there is an academic reason, such as hosting a guest speaker that has been approved by the administration.

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

4-14 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 classified staff are from 8:00 am to 4:30 pm, Monday through Friday. Certificated staff normally work 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 direction 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 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 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.

4-15 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 Head of Human Resources of any changes. Employees also should inform the Head of Human Resources 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 your supervisor or your payroll specialist 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. Additionally, complete and forward an Employee Change of Personal Information form to your Insperty payroll specialist or you may update your file through the Insperty Premier™ at <http://portal.insperty.com>. Assistance may also be provided through the Insperty Contact Center at 866-715-3552, 7:00 a.m. to 7:00 p.m. CT Monday-Friday.

4-16 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 School 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 Employee's Supervisor or Human Resource 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, log into your InSperity Premier™ account at <http://portal.insperity.com>, 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.

Section 5 - BENEFITS

5-1 BENEFITS OVERVIEW

In addition to good working conditions and competitive pay, it is Insight Schools of California 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 Insuperity Contact Center at 1-866-715-3552, 7:00 a.m. – 7:00 p.m. CT, Monday through Friday. 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 Insuperity Contact Center at 1-866-715-3552, 7:00 a.m. – 7:00 p.m. CT, Monday through Friday.

Coverage under the Insuperity Group Health Plan ends at midnight on the date of termination.

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

5-2 BEREAVEMENT LEAVE

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

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

- Up to five (5) paid days off work for the death of a spouse, domestic partner, civil union relationship, child, parent, sibling or comparable step-relation.
- Up to three (3) paid and two (2) unpaid days off work for the death of a grandparent, father-in-law, mother-in-law, son-in-law or daughter-in-law.

- One (1) paid day off work for the death of a relative who is not a member of your immediate family.

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

Bereavement Leave for Unit Members per the CBA:

10.5.1 Up to five (5) consecutive days in the event of death of a spouse, domestic partner, child, parent, sibling, or comparable step-relation, grandchild, grandparent, mother or father-in-law, or son or daughter-in-law.

Employees, if requested by the School, within 30 days of the first day's leave must provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency.

The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave. Employees wishing to utilize bereavement leave should contact Human Resource Department. Employees will not be subject to adverse action for exercising rights or attempting to exercise rights under this policy, opposing practices that they believe to be in violation of this policy, or supporting the exercise of rights of another under this policy.

5-3 CONTINUATION OF BENEFITS

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

While on leave, you must continue to pay any required contribution for health coverage, as well as make payments for any other applicable benefits which would otherwise be automatically deducted from your wages (e.g., supplemental life insurance, credit union loans, and 401(K) loans). Your failure to pay any required employee contributions does not relieve you of your obligation to pay such contributions. Contact the Insperity Contact Center at 866-715-3552 for details regarding employee contributions. For questions regarding 401(K) loan payments, contact Insperity Retirement Services at 888-401-5273.

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 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. The EAP's telephone number is 1-866-402-0003.

The company reserves the right to amend, suspend, or terminate any of the benefits plans it sponsors at any time.

5-5 HOLIDAYS

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

| | |
|----------------------------|-----------------------------|
| New Year's Day | January 1st |
| Martin Luther King Jr. Day | Third Monday in January |
| President's Day | Third Monday in February |
| Memorial Day | Last Monday in May |
| Juneteenth | June 19th |
| Independence Day | July 4th |
| Labor Day | First Monday in September |
| Thanksgiving Day | Fourth Thursday in November |
| Day after Thanksgiving | Fourth Friday in November |
| Christmas Eve | December 24th |
| Christmas Day | December 25th |

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

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

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

5-6 INSPERITY ONLINE SERVICES

Visit Insperty online to access training, secure personal information and work tools. Go to <http://portal.insperty.com> and click CREATE ACCOUNT. Follow the steps below to log in and begin using Insperty Premier™:

Step 1: Enter your last name and date of birth

Step 2: Enter one of the following to identify yourself:

- Your Social Security Number
- Your Individual Taxpayer Identification
- Your Insperty ID (this can be found on your paystub)

Step 3: Enter a username and password of your choice. Then follow the remaining prompts to create the account.

Your personal information is accessible only to you through multiple layers of security and industry-standard data encryption. Since payroll information and other sensitive data are accessible through your account, it is important you do not share your username and password with others.

Contact Insperity's Contact Center toll-free at 866-715-3552, Monday through Friday from 7:00 a.m. to 7:00 p.m. CT for questions about Insperity Premier™ and your Insperity benefits.

Employment Verifications

Requests for employment verifications, for current or former employees, should be directed to Insperity's Contact Center at 866-715-3552, option 5. Insperity will only release your last title and dates of employment, unless you have authorized in writing certain additional information to be provided.

5-7 INSURANCE PROGRAMS

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

Upon becoming eligible to participate in these plans, employees will receive summary plan descriptions (SPDs) describing the benefits in greater detail. Please refer to the SPDs for detailed plan information. Of course, feel free to contact the Insperity Contact Center at 1-866-715-3552, 7:00 a.m. – 7:00 p.m. CT, Monday through Friday with any further questions.

5-8 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. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

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

5-9 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. 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 and Insperity 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.

5-10 LONG-TERM DISABILITY BENEFITS

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

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

5-11 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 in California for 30 or more days within a year. For employees who work in California who are eligible for sick time under the general Paid Sick Time policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Paid Sick Time policy and/or any other applicable sick time/leave law or ordinance.

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

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

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

Usage

Paid sick leave may be used for the following reasons:

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

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

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

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

Notice and Documentation

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

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. While sick time is paid through Insperity, 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.

5-12 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.

When the employee applies for PFL benefits, the Human Resources Department will determine if the employee has any accrued but unused vacation and personal days available. If the employee has accrued but unused time available, then the employee will be required to use up to two (2) weeks of such time before becoming eligible for PFL benefits.

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.

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.

5-14 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.

5-15 WORKERS' COMPENSATION INSURANCE

On-the-job injuries are covered by Insight Schools of California 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.

Questions regarding workers' compensation insurance coverage should be directed to your supervisor or the Insperty Workers' Compensation Department at 800-242-8893, ext. 4244.

5-16 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 - | .5 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. While vacation is paid through Insperty, 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.

5-17 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.

Section 6 - LEAVES OF ABSENCE

6-1 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.

6-2 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.

6-3 EMERGENCY RESPONDER LEAVE

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 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 Company 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 Company 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.

6-4 FAMILY AND MEDICAL LEAVE

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA). Additionally, employees who are CFRA-eligible have certain rights to take both a pregnancy disability leave (PDL) and CFRA leave for the birth of a child.

This policy provides employees with information concerning FMLA/CFRA entitlements and obligations they may have during such leaves and also explains differences between FMLA, CFRA, and PDL. Where more than one (1) of the laws applies, leave taken may be counted under more than one law at the same time to the extent permitted by the applicable law(s). For example, where leave for a pregnancy disability is also FMLA-qualifying, the leave will count

against both FMLA and PDL entitlements. However, PDL is separate from and does not count against employees' CFRA leave entitlement. (Please consult the Pregnancy Disability Leave policy for more information on PDL.) This policy will be interpreted to comply with the law(s) that apply to a particular leave.

If employees have any questions concerning FMLA/CFRA leave, they should contact Human Resources.

I. Eligibility

The FMLA and CFRA provide eligible employees with a right to leave, health insurance benefits, and, with some limited exceptions, job restoration. To be an "eligible employee," the employee must: 1) have been employed by the School for at least 12 months (which need not be consecutive) and 2) have worked for at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave.

*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 FMLA leave. In some instances, leave may be counted under the FMLA but not CFRA or CFRA but not the FMLA. Leave may be taken for any one (1), or for a combination, of the following reasons:

1. Disability due to pregnancy, childbirth, or related medical condition (counts only toward FMLA leave and PDL leave entitlements);
2. Bonding and/or caring for a newborn child (counts toward FMLA and CFRA leave entitlements);
3. For placement with the employee of a child for adoption or foster care and to care for the newly placed child (counts toward FMLA and CFRA leave entitlements);
4. To care for the employee's spouse, child, or parent with a serious health condition (counts toward FMLA and CFRA leave entitlements);
5. To care for the employee's registered domestic partner, parent-in-law, grandparent, grandchild, sibling, or designated person with a serious health condition (counts towards CFRA entitlements only, except when grandparent, grandchild, or sibling meets FMLA definition of parent or child);
6. For the employee's own serious health condition (excluding pregnancy), that makes the employee unable to perform (1) one or more of the essential functions of their job (counts toward FMLA and CFRA leave entitlements); and/or
7. Because of any qualifying exigency arising out of the fact that the employee's spouse, registered domestic partner, son, daughter, or parent is a military member on covered active duty status (or has been notified of an impending call or order to covered active duty status) in the Reserve component of the Armed Forces for deployment to a foreign country in support of a contingency operation or Regular Armed Forces for deployment to a foreign country (counts toward FMLA/CFRA leave entitlements, except that leave taken for a registered domestic partner counts towards CFRA leave entitlement only).

Leave to care for child after birth or placement for adoption or foster care must be taken within one (1) year of the child's birth or placement.

Under the FMLA, a serious health condition is an illness, injury, impairment, or physical or mental condition that involves a period of incapacity or treatment connected with inpatient care (e.g., an overnight stay) in a medical care facility, hospice, or residential health care facility; or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of their job or prevents the qualified family member from participating in school or other daily activities.

Under the CFRA, a serious health condition is an illness, injury, impairment, or physical or mental condition that involves either inpatient care in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care or any period of incapacity, or continuing treatment by a health care provider. The CFRA defines "inpatient care" broadly and includes a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with inpatient care, or any period of incapacity. A person will be considered an "inpatient" when they are formally admitted to a health care facility with the expectation that they will remain at least overnight and occupy a bed, even if the person is ultimately discharged or transferred to another facility and does not actually remain overnight. The CFRA defines "incapacity" as the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires.

Under the CFRA, a "designated person" means any individual related by blood or whose relationship with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. Insight Schools of California may limit an employee to one designated person every 12-month period for family care and medical leave.

Under the FMLA and CFRA, subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment or incapacity due to pregnancy (FMLA only) or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

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

A leave of absence in connection with a workers' compensation injury/illness or for which the employee receives disability or State of California Paid Family Leave benefits shall run concurrently with FMLA/CFRA leave.

B. Additional Military Family Leave Entitlement (FMLA Only)

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

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary retired list for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." Covered servicemembers also include a veteran who is discharged or released from military service under conditions other than dishonorable at any time during the five-(5-) year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definition of a serious illness or injury for current Armed Forces members and covered Veterans are distinct from the definition of "serious health condition" applicable to leave to care for a family member or the employee's own illness or injury.

C. Intermittent Leave and Reduced Leave Schedules

FMLA/CFRA leave usually will be taken for a period of consecutive days, weeks, or months. However, employees also are entitled to take FMLA/CFRA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember (FMLA only). Intermittent or reduced work schedule leave may be taken for absences where the employee or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition, even if they do not receive treatment by a health care provider. Intermittent leave can also be taken for any qualifying exigency.

Employees also are eligible for intermittent leave for bonding with a child following birth or placement. Intermittent leave for bonding purposes generally must be taken in two-(2-)week increments, but the School permits two (2) occasions where the leave may be for less than two (2) weeks.

D. Health Insurance Benefits Schedules

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

E. No Work While on Leave

The taking of another job while on FMLA/CFRA leave or any other approved leave of absence is prohibited except as authorized by the School or permitted by applicable law.

F. Restoration of Employment and Benefits

At the end of FMLA/CFRA leave, employees generally have a right to return to the same or equivalent positions they held before the FMLA/CFRA leave. There is an exception for certain "key employees" under the FMLA that applies to leave for a seriously ill or injured covered servicemember (the CFRA does not have an exception for "key employees"). The School will provide notice if employees qualify as "key employees" if it intends to deny reinstatement and any applicable rights in such instances.

Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA/CFRA leave.

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

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

The School will respond to a leave request within five (5) business days. Once given, approval shall be deemed retroactive to the date of the first day of the leave. The School may designate FMLA/CFRA leave retroactively with appropriate notice provided that doing so does not cause harm or injury to employees. In other cases, the School and employees can mutually agree that leave is retroactively designated as FMLA/CFRA leave.

H. Employee Obligations for FMLA/CFRA Leaves

a. Provide Notice of the Need for Leave

Employees who take FMLA/CFRA leave must notify, in a timely manner, the School of their need for FMLA/CFRA leave. The following describes the content and timing of such notices.

i. Content of Notice

To trigger FMLA/CFRA leave protections, employees must inform Human Resources of the need for FMLA/CFRA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA/CFRA leave specifically or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA/CFRA-qualifying. For example, employees might explain that:

1. A medical condition renders them unable to perform the functions of their job;
2. They are pregnant;
3. They or a covered family member have been hospitalized overnight;
4. They or a covered family member are under the continuing care of a health care provider;
5. The leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active-duty status; or
6. If the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

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

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

ii. Timing of Notice

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

b. Cooperating in the Scheduling of Leave

When planning medical treatment for themselves or family members or requesting to take leave on an intermittent or reduced schedule work basis, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt School operations. Employees must consult with the School prior to scheduling treatment in order to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of the applicable health care provider. To the extent permitted by applicable law, when

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

c. Submit Initial Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family Leave)

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

It is the responsibility of employees to provide the School with timely, complete, and sufficient medical certifications. Whenever the School requests employees to provide FMLA/CFRA medical certifications, they must provide the requested certifications within 15 calendar days after the request, unless it is not practicable to do so despite diligent, good-faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide them at least seven (7) calendar days to address deficiencies. The School will delay or deny FMLA/CFRA leave to employees who fail to address deficiencies or otherwise fail to submit requested medical certifications in a timely manner.

The School (through individuals other than the employee's direct supervisor) may contact the employee's health care provider to authenticate a medical certification.

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

i. Initial Medical Certifications

Employees requesting leave because of their own or a covered family member's serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins.

If the School has reason to doubt the validity of an initial medical certification regarding the employee's own serious health condition, it may require the employee to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require the employee to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee. The School will reimburse employees for any reasonable "out of pocket" travel expenses incurred to obtain second or third medical opinions.

ii. Medical Recertifications

Depending on the circumstances and duration of FMLA/CFRA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification. In cases of leave that qualifies under CFRA, recertification will be requested only when the original certification has expired and additional leave is requested.

iii. Return-to-Work Release

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA/CFRA leaves that were taken because of their own serious health conditions must provide the School with a release to return to work

from their healthcare provider stating they are able to resume work. Employees taking intermittent leave may be required to provide a return-to-work release for such absences up to once every 30 days if reasonable safety concerns exist regarding their ability to perform their duties. The School may delay and/or deny job restoration until employees provide return-to-work releases.

d. Submit Certifications Supporting Need for Military Family Leave

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

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

e. Reporting Changes to Anticipated Return Date

If the anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School with reasonable notice (i.e., within two (2) business days) of their changed circumstances and new return-to-work date. If employees give the School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions will cease.

f. Substitute Paid Leave for Unpaid FMLA Leave

Employees are required to substitute accrued paid time while taking an unpaid FMLA/CFRA leave as follows:

- If employees request FMLA/PDL leave because of disability due to pregnancy, childbirth, or related medical conditions (excluding absences for which they are receiving short-term disability benefits), they must first substitute any accrued paid sick leave for unpaid family/medical leave. Employees may make a written request to substitute accrued, unused vacation, or other paid time off benefits for unpaid FMLA/PDL leave once their sick time is exhausted.
- If employees request FMLA/CFRA leave because of their own serious health condition (excluding absences for which they are receiving workers' compensation or short-term disability benefits), they must first substitute any accrued paid vacation, sick, or other paid time off for unpaid family/medical leave.
- If employees request FMLA/CFRA leave to care for a covered family member with a serious health condition (excluding absences for which they are receiving Paid Family Leave benefits), they must first substitute any accrued paid vacation or other paid time off for unpaid family/medical leave. Once vacation or other paid time off is exhausted, upon their request, they can substitute paid sick leave for unpaid FMLA/CFRA leave to care for a covered family member with a serious health condition.
- If employees request FMLA/CFRA leave to bond with a newborn or newly placed child (excluding absences for which they are receiving Paid Family Leave benefits), they must first substitute any accrued paid vacation or other paid time off for unpaid leave.

For purposes of this substitution requirement, leave is not "unpaid" during any time for which the employee is receiving compensation from the State of California under its State Disability Insurance or Paid Family Leave programs or when receiving compensation from worker's compensation. Employees will not be required to use accrued paid leave hours during any time off under this policy for which they are receiving compensation under these programs. However, where applicable and permitted by law, they will be required to use paid leave accruals during any waiting periods applicable to these programs, and upon written request, the School will allow them to use accrued paid time off to supplement any paid workers' compensation, disability, or Paid Family Leave benefits.

The substitution of paid time off for unpaid family/medical leave time does not extend the length of FMLA/CFRA leaves and the paid time off runs concurrently with the FMLA/CFRA entitlement.

g. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA/CFRA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. If paid leave is substituted for unpaid family/medical leave, the School will deduct employees' shares of the health plan premium as a regular payroll deduction. If FMLA/CFRA leave is unpaid, employees must pay their portion of the premium through a "pay-as-you-go" method. The School's obligation to maintain health care coverage ceases if the premium payment is more than 30 days late. If the payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

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

I. Coordination of FMLA Leave with Other Leave Policies

The FMLA and CFRA do not affect any federal, state, or local law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA/CFRA leave is either not available or exhausted, please consult the School's other leave policies in this Handbook or contact Human Resources.

QUESTIONS AND/OR COMPLAINTS ABOUT FMLA/CFRA LEAVE

If employees have questions regarding this policy, they should contact Human Resources. The School is committed to complying with the FMLA and CFRA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA and CFRA.

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

6-5 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.

6-6 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.

6-7 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.

6-8 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.

6-9 PREGNANCY DISABILITY LEAVE

If employees are disabled by pregnancy, childbirth or related medical conditions, they are eligible to take a pregnancy disability leave (PDL). 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, the 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 (4) 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 the 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 of disability due to 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, the employee will be provided with a medical certification form that the employee can take to their healthcare provider.

As a condition of returning from pregnancy disability leave or transfer, the School requires the employee to obtain a release from a health care provider stating ability to resume the original job duties with or without reasonable accommodation.

PDL is unpaid. At the employee's option, the employee 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. Insight Schools of California requires, 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 for payment of their share of the insurance premiums.

Insight Schools of California encourages 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 the School. Failure to notify the 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 the 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. The employee may request more information regarding eligibility for PDL and the impact of the leave on seniority and benefits.

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.

6-10 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 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. 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. For information on health care coverage during a leave of absence, refer to the Continuation of Benefits policy.

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.

6-11 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.

6-12 SCHOOL RELATED ACTIVITIES TIME OFF

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 (min 5 school days) to their Supervisor. The employee must give notice to their Supervisor 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 their Supervisor 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.

If you are a nonexempt employee taking school activity leave, you may choose to use accrued vacation or paid time off (PTO). However, if no paid leave is available, you may take the time without pay.

6-13 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.

6-14 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 also may 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 spouse, registered domestic partner, child, child of registered domestic partner, stepchild, brother, stepbrother, sister, stepsister, mother, stepmother, father or stepfather.

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.

6-15 LEAVE FOR VICTIMS OF CRIME/ABUSE (INCLUDING DOMESTIC VIOLENCE, SEXUAL ASSAULT OR STALKING)

Employees who are victims of a crime or abuse, including domestic violence, sexual assault or stalking, may take unpaid leave for up to 12 weeks for the following reasons:

- to seek medical attention for injuries caused by crime or abuse;
- to obtain services from a domestic violence shelter, program, rape crisis center or victim services organization or agency as a result of the crime or abuse;
- to obtain psychological counseling or mental health services related to an experience of crime or abuse; or
- to participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation.

Employees are covered as victims and entitled to leave under this policy if they are:

- a victim of stalking, domestic violence or sexual assault;
- a victim of a crime that caused physical injury or that caused mental injury and a threat of physical injury; or
- a person whose immediate family member is deceased as the direct result of a crime.

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" policy in this handbook.

No employees will be subject to discrimination or retaliation because of their status as a victim of a crime or abuse, including crime or abuse related to domestic violence, sexual assault or stalking. Victims of a crime or abuse, including crime or abuse related to domestic violence, sexual assault or stalking, may request other accommodations in the workplace such as implementation of safety measures.

6-16 TIME OFF FOR VOLUNTEER FIREFIGHTERS, RESERVE PEACE OFFICERS & 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 7 - GENERAL STANDARDS OF CONDUCT

7-1 BUSINESS EXPENSE REIMBURSEMENT

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the employee's Supervisor, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to Head of School along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact their Supervisor in advance if they have any questions about whether an expense will be reimbursed.

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

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

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

Common Reasonable and Necessary Expenditures for Consumable Items:

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

Office Expenses – Consumable Items:

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

Classroom Supplies, materials, student incentives, etc. Items must be solely for the use of an employee in their required duties

Postage to mail items to students or School offices as required by school policies. Postage for any other reason must be pre-approved

Live Scan: Reimbursed for actual cost

Phone and Internet Expenses

Reimbursed up to a maximum dollar amount that can be found in the Business Expense Reimbursement Policy located in SharePoint.

1. Phone expenses are limited to the employee's share of plan cost, taxes, and access.
2. Insurance plans, phone/equipment installment plans, overage fees and/or additional paid services associated with the phone line generally are not reimbursable expenses.

- Example: a phone plan is shared between 3 lines. The cost of the plan is \$60; each line pays an individual access fee, taxes are \$12. The reimbursable amount is 1/3 of the plan cost (\$20), 1/3 of the taxes (\$4), and the access fee associated with the employee's line.

Travel:

Only expenses incurred on behalf of the School are eligible to be reimbursed. Economical and responsible use of school funds has priority over personal convenience or preference. Examples of acceptable travel may include, but are not limited to:

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

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

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

Mileage:

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

Meals:

- Reimbursed at actual cost incurred up to a set dollar limit, when traveling more than 100 miles* (one-way) from the home office or when travel requires an overnight stay. See the Business Expense Reimbursement Policy for details.
- Alcoholic beverages are not reimbursable.

Hotel:

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

Flight:

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

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

Non-reimbursable Expenses:

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

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

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

7-2 CAMERA PHONES/RECORDING DEVICES

Due to the potential for issues such as invasion of privacy, sexual harassment, and loss of productivity, as well as inappropriate disclosure of confidential information, no employee may use a camera phone function on any phone on Insight Schools of California property or while performing work for the School.

The use of tape recorders, Dictaphones, or other types of voice recording devices anywhere on School property, including to record conversations or activities of other employees or management, or while performing work for the School, is also strictly prohibited, unless the device was provided to you by the School and is used solely for legitimate business purposes.

7-3 COMMUNICATIONS AND COMPUTER SYSTEMS

Insight Schools of California 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 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.

7-4 CONFIDENTIAL COMPANY INFORMATION

During the course of work, employees may become aware of confidential information about Insight Schools of California 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 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.

7-5 CONFLICT OF INTEREST AND BUSINESS ETHICS

It is Insight Schools of California 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.

7-6 CUSTOMER RELATIONS

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

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

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

7-7 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

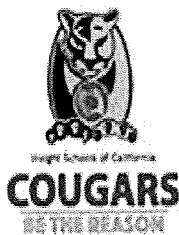
If you don't have an answer to a question within 24 hours, then you'll want to respond within the appropriate window of time, indicating that you're looking into it and will get back with an answer.

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



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7-8 EMPLOYEE DRESS AND PERSONAL APPEARANCE

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

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

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

7-9 ERGONOMICS

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

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

7-10 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.

7-11 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.

7-12 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, we 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.

7-13 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.

7-14 INSPECTIONS

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.

7-15 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.

7-16 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.

7-17 PERSONAL AND COMPANY-PROVIDED PORTABLE COMMUNICATION DEVICES

Insight Schools of California may provide portable communication devices (PCDs), including cell phones and personal digital assistants, that 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 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 PCD.

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

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

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

7-18 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.

7-19 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.

7-20 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.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent's point of view. The objective of the following list of acceptable and unacceptable

behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

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

Duty to Report Suspected Misconduct

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

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

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

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

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

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

Cautionary Staff/Student Behaviors

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

- a. Remarks about the physical attributes or development of anyone.
- b. Excessive attention towards a particular student.

- c. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

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

7-21 PUBLICITY/STATEMENTS TO THE MEDIA

All media inquiries regarding the position of the School as to any issues must be referred to Head of School. Only Head of School is authorized to make or approve public statements on behalf of the School. No employees, unless specifically designated by Head of School, are authorized to make those statements on behalf of 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 Head of School.

7-22 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, disruptive and place an unfair burden on fellow employees and Supervisors. We expect excellent attendance from all employees. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

We do recognize, however, 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 work day. 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 illness and its expected duration, for 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 generally will be considered a voluntary resignation of employment with the School.

7-23 REFERENCES

Insight Schools of California will respond to reference requests through Insperity's Contact Center at 866-715-3552, option 5 Department. 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 Insperity's Contact Center at 866-715-3552, option 5 Department.

Only Insperity's Contact Center at 866-715-3552, option 5 Department may provide references.

7-24 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.

7-25 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 the School is prohibited at all times. Distribution of literature by non-employees on School premises is prohibited at all times.

7-26 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, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect School interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not post on a blog or web page or participate on a social networking platform, such as Twitter or similar site, during work time or at any time with School equipment or property.

All rules regarding confidential and proprietary business information apply in full to blogs, web pages and social networking platforms, such as Twitter, Facebook, LinkedIn or similar sites. Any information that cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page or social networking site.

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

- Maintain the confidentiality of trade secrets and private, proprietary or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how and technology. Do not post internal reports, policies, procedures or other internal business-related confidential communications.
- Do not make any reference to the clients, partners or customers without their express written consent.
- You are not authorized to represent the School in online communications unless assigned as part of your responsibilities or given express permission in writing by an officer.

- Do not post things such as, discriminatory remarks, harassment and threats of violence, bullying, retaliation or similar inappropriate or unlawful conduct. The school's Equal Employment and Anti-Harassment policies apply to all social media communication.
- Do not use School's email addresses to register on social networks, blogs or other online tools utilized for personal use. The school requires all employees who participate in such activities to comply with all school guidelines and policies, including, but not limited to the Anti-Harassment policy.

Whether the employees are posting something on their own blog, web page, social networking, Twitter or similar site or on someone else's, 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, 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 good will in the marketplace.

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

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.

7-27 SMOKING

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

7-28 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.

7-29 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, at 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 company 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 the Drug and Alcohol-Free Workplace Policy.
6. Fighting, threatening or disrupting the work of others or other violations of the 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 the company 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.

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.

7-30 SEPARATION - IF YOU MUST LEAVE US

Should any employees decide to leave the School, we ask that they provide a Supervisor with at least 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.

7-31 EXIT INTERVIEWS

Employees who resign are requested to participate in an exit interview with management, if possible. During the exit interview, you can provide insights into areas for improvement for the company and your specific position.

7-32 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.

HANDBOOK ACKNOWLEDGEMENT

I acknowledge receipt of Insight Schools of California’s Employee Handbook ("Handbook"). I understand this handbook contains information regarding the Company’s rules and benefits which affect me as an employee.

I understand the Handbook is not a written employment contract for any specific term. My employment with Insperity is at-will. My employment with the Company is at-will unless an authorized employment agreement with Insight Schools of California provides otherwise.

I further understand that only Company authorized and designated Leadership personnel has any authority to change my at-will status or enter into any agreement guaranteeing employment with the Company for any specific period of time. I also understand that if any agreement is made, it will not be authorized and enforceable unless it is in writing and signed by both parties.

I also understand that an agreement made by designated Company Leadership personnel of Insight Schools of California is not binding on Insperity unless it is agreed to in writing by either the president or senior vice president of Insperity.

I understand, if requested by Insight Schools of California, I must repay the company any vacation/PTO used but not accrued at the time my employment ends, and I hereby authorize the company to deduct such amounts from my final paycheck to the extent permitted by law. I also agree that if requested, I will complete a new deduction authorization form to facilitate such deductions.

I understand that if I have any questions about the interpretation or application of any policies contained in the Handbook, I should direct these questions to the onsite supervisor.

I further understand the Company reserves the right to modify the policies and benefits in the Handbook at any time without notice.

My signature below acknowledges that I have received the Handbook and understand it is my responsibility to read and comply with all policies contained in this Handbook, including state specific addendums (if any), and any revisions made to it.

Employee Signature: _____

Date: _____

Print Name: _____

Insperity Employee ID Number: _____

Please sign and return one acknowledgment to your supervisor and retain the other for your records. A copy of this signed acknowledgment should be sent to Insperity.

**TO: INSIGHT SCHOOL OF CALIFORNIA
GOVERNING BOARD**

BOARD REPORT #08

APPROVED

VIA: INSIGHT STAFF

September 14, 2023

SUBJECT: Uniform Complaint Procedures Update

PROPOSAL: It is proposed that the Governing Board of Insight School of California approve the Uniform Complaint Procedures Update.

BACKGROUND: A complaint under the Uniform Complaint Procedures (UCP) is a written and signed statement alleging a violation of federal or state laws governing certain educational programs. The UCP covers alleged violations by local educational agencies that receive direct or indirect funding from the State to provide specific school programs, activities, or related services. A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment.

Education Code Section 35186(e)(2) updated the language of the Williams requirements for teacher misassignment from, "A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20% of English learner pupil in the class." To, "A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learner pupils in the class."

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Uniform Complaint Procedures Update.

RESPECTFULLY SUBMITTED

Kimberly Odom
Head of School

PREPARED BY:

Krista Mount
Director of Categorical Programs

PRESENTED BY:

Krista Mount

Director of Categorical Programs

Ayes: 3

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 9/14/2023

| Name | Aye | No | Abstain | Absent | Moved | Second |
|-----------------|-----|----|---------|--------|-------|--------|
| Kelly Fellows | X | | | | | |
| Devon Freitas | X | | | | | X |
| Frank Wilson | X | | | | X | |
| Melissa Brandon | | | | X | | |

Uniform Complaint Procedures (UCP) Policies and Procedures 2023–24

Adopted by our Governing Board (here and after “the board”) in September 2023.

This document contains rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Insight Schools of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email), or electronically generated. Some complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student’s duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Insight Schools developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the governing board.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career technical and technical education and career technical and technical training programs
- Child care and development programs
- Compensatory Education
- Consolidated categorical aid programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in

Uniform Complaint Procedures (UCP) Policies and Procedures 2023–24

EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The programs and activities subject to the UCP in which Insight Schools operates are:

- Accommodations for Pregnant and Parenting Pupils
- Compensatory Education
- Consolidated categorical aid programs
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled in a school district, pupils who are migratory, and pupils participating in a newcomer program.
- Every Student Succeeds Act
- Local control and accountability plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees

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- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to our UCP complaint procedures set forth in this document:

- (a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- (b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.
- (c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

The Responsibilities of Insight Schools

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, bullying, or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of our approved UCP complaint procedures to all our students, employees, parents or guardians of its students, advisory committee members, appropriate private school officials or representatives, and other interested parties.

This notice may be made available on our website and shall include the following:

- information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the *Health and Safety Code (HSC)* a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency (LEA) notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the *California Code of Regulations (5 CCR)* apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file a complaint.

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Uniform Complaint Procedures (UCP) Policies and Procedures 2023–24

Krista Mount
Director of Categorical Programs
Insight Schools
50 Moreland Road
Simi Valley, CA 93065
(805) 581-0202

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Insight Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint unless the complainant agrees in writing to an extension of time.

Uniform Complaint Procedures (UCP) Policies and Procedures 2023–24

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint:
 - for complaints regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
 - for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
 - With respect to a Pupil Fees complaint, corrective actions shall include reasonable efforts to ensure full reimbursement to all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint.
- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA (charter school) Investigation Report that was issued in response to a properly filed complaint. A signature may be handwritten, typed (including in an email), or electronically generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. To request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- Insight Schools failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report.

All complaints and responses are public records.

Uniform Complaint Procedures (UCP) Policies and Procedures 2023–24

Legal References

20 *United States Code (20 U.S.C.)* Section 6301 et seq.

34 *Code of Federal Regulations (34 CFR)* Sections 106.8, 34 CFR 299.10–13

California Education Code (EC) Sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200–8498, 8235.5, 8235–8239.1, 8261, 8482–8484.65, 8500–8538, 17002(d), 17592.72, 33126(b)(5)(A), 33126(b)(5)(B), 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010–49013, 49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3, 51228.1–51228.3, 52059, 52075, 52300-52462, 52334.7, 52355, 52451, 52460–52462, 52500-52617, 54440–54445, 54445, 56100(a), 56100(j), 60010, 64001, 65000.

California Government Code (GC) Sections 11135, 11136

California Penal Code (PC) Section 422.55

California Code of Regulations Title 5 (5 CCR) Sections 4600–4640, 4690–4694

Uniform Complaint Procedures (UCP) Annual Notice 2023-2024

Insight Schools annually notify our students, employees, parents or guardians of its students, the advisory committees, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement



50 Moreland Road
Simi Valley, CA 93065
Phone (805) 581-0202

- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of Insight Schools

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Krista Mount
Director of Categorical Programs
Insight Schools
50 Moreland Road
Simi Valley, CA 93065
(805) 581-0202

The above contact is knowledgeable about the laws and programs that they are assigned to investigate at Insight Schools.

Williams Complaint Policies and Procedures 2023–24

Adopted by our Governing Board (here and after “the board”) in September 2023.

This document contains rules and instructions about the filing, investigation, and resolution of a Williams complaint regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

Insight Schools adopted the Uniform Complaint Procedures (UCP) process in accordance with Chapter 5.1 (commencing with Section 4680) of the *California Code of Regulations*, Title 5, to resolve Williams complaints. This document presents information about how we process complaints concerning Williams Settlement issues. A UCP complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. If a complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Responsibility of Insight Schools

Insight Schools is required to have local policies and procedures that enable Williams Complaints to be handled through our UCP process, to post a classroom notice informing parents, guardians, pupils, and teachers of their rights to file a Williams complaint on the charter school’s website, and to provide a complaint form for Williams complaints regarding alleged deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

If a response is requested by the complainant, the response will go to the mailing address of the complainant indicated on the complaint.

If *Education Code* Section 48985 is applicable and 15 percent or more of the pupils in grades K–12 enrolled in our charter school speak a language other than English, the Williams Complaint Classroom Notice and the Williams Complaint Form shall be written in English and in the primary language of the complainant. The complaint response, if requested, and the final report shall be written in English and the primary language in which the complaint was filed.

A Williams Complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but will not exceed 10 working days, to the appropriate charter school official for resolution.

The principal or the designee of the charter school, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority.

The principal, or, where applicable, the head of schools or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received.

Williams Complaint Policies and Procedures 2023–24

The principal, or where applicable, the head of schools or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing if the complainant identifies himself or herself and requests a response.

The principal makes this report; the principal shall also report the same information in the same timeframe to the head of schools or his or her designee.

The charter school shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school.

The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school.

The report shall include the number of complaints by the general subject area with the number of resolved and unresolved complaints.

The complaints and responses shall be available as public records.

The Williams Complaint Classroom Notice

We make sure that the Williams Complaint Classroom Notice is posted on the school website and includes:

- The parents, guardians, pupils, and teachers,
- a statement proclaiming sufficient textbooks and instructional materials,
- a statement that school facilities must be clean, safe, and maintained in good repair,
- a statement that there should be no teacher vacancies or misassignments, and
- the location at which to obtain a form to file a complaint in case of a shortage.

The Williams Complaint Form

We make sure that the Williams Complaint form is available for parents, guardians, pupils, and teachers to use. The charter school is virtual and currently has no school sites for students.

The Williams Complaint form shall include:

- A section to indicate if a response is requested,
- a section for contact information including mailing address if a response is requested.
- a statement that a pupil, including an English Learner, does not have standards - aligned textbooks or instructional materials or state adopted or charter school adopted textbooks or other required instructional materials to use in class.
- a statement that a pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- a statement that textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
- a statement that a pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
- a statement that a condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air - conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin

Williams Complaint Policies and Procedures 2023–24

infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the charter school determines appropriate.

- a statement that a school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and towels or functional hand dryers.
- a statement that the school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.
- a statement that a semester begins and a teacher vacancy exists. (A position to which a single designated certificate employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one - semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).
- a statement that a teacher who lacks credentials or training to teach English Learners is assigned to teach a class with one or more English Learners pupils in the class.
- a statement that a teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- a section to identify the location of the school in which the alleged violation took place,
- a section to identify the course or grade level, if applicable,
- a section where the complainant describes the specific nature of the complaint in detail,
- a statement that the complainant may include as much text as the complainant feels is necessary, and
- a statement identifying the place to file the complaint that includes the office and address of the principal or his/her designee of the school in which the alleged violation took place.

Filing a Williams Complaint with the Insight Schools

A Williams complaint shall be filed with the principal of the school or his or her designee, in which the complaint arises.

A Williams complaint may be filed anonymously.

The complainant need not use the Williams Complaint form to file a complaint.

How to Appeal a Williams Complaint

A complainant who is not satisfied with the resolution of the principal or the head of schools or his or her designee, involving deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment, has the right to describe the complaint to the governing board of the school at a regularly scheduled meeting of the governing board.

A complainant who is then not satisfied with the resolution proffered by the principal, or the head of schools or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of EC Section 17592.72, has the right to file an

Williams Complaint Policies and Procedures 2023–24

appeal to the State Superintendent of Public Instruction at the California Department of Education (CDE) within 15 days of receiving the report.

Conditions that pose an emergency or urgent threat (not cosmetic or nonessential) to the health and safety of pupils or staff while at school include the following:

- Gas leaks.
- Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems.
- Electrical power failure.
- Major sewer line stoppage.
- Major pest or vermin infestation.
- Broken windows or exterior doors or gates that will not lock and that pose a security risk.
- Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff.
- Structural damage creating a hazardous or uninhabitable condition.

In regards to the resolution proffered by the principal, or the head of schools or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, the complainant shall comply with the appeal requirements of 5 CCR Section 4632.

A complainant may appeal the Decision of an emergency or urgent threat to the CDE by filing a written appeal within 15 days of receiving the Decision.

The complainant shall specify the basis for the appeal of the Decision and whether the facts are incorrect and/or the law is misapplied.

The appeal shall be accompanied by:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

Legal References

EC sections 1240, 17592.72, 35186, 48985, 60640.

California Code of Regulations (CCR), Title 5 sections 4680–4687.

Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

2023–24

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credentials to teach the class, including the certification required to teach English learners if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office or downloaded from the school's website.

You may also download a copy of the Sample Williams Complaint Form in English and in other languages from the California Department of Education website.

Williams Complaints Form

California *Education Code (EC)* Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response, you must provide the following contact information.

Is a response requested – yes or no?

Name:

Mailing Address:

Email Address:

Phone Number:

Issue of complaint:

Textbooks and Instructional Materials

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

Facility Conditions

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been always stocked with toilet paper, soap, and paper towels or functional hand dryers.
- The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

Teacher Vacancy or Misassignment

- Teacher vacancy - A semester begins, and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learner pupils in the class.
- Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem:

Location of problem:

School name:

Address:

Course or Grade Level and Teacher Name:

Describe the complaint in detail. You may attach additional pages if necessary to fully describe the situation.

File this complaint with the following:

Krista Mount
Director of Categorical Programs
Insight Schools
50 Moreland Road
Simi Valley, CA 93065

A complaint about problems beyond the authority of the principal shall be forwarded within 10 working days to the appropriate school official for resolution.