

Insight @ San Joaquin Charter Petition

Insight @ San Joaquin

Charter Renewal
2020-2025

Presented To:

New Jerusalem Elementary School District

David Thoming
Superintendent

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This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools”. According to the State Board, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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FOUNDING GROUP

Insight Schools of California are a network of public charter schools that currently serve students in southern and central California. The network consists of three schools. These are Insight @ San Diego, Insight School of California and Insight @ San Joaquin. Each school is governed by a separate 501 c3 non-profit board.

At Insight Schools of California, we work with students and their families to help them overcome obstacles with a unique and highly supportive approach. Our experienced teachers and counselors inspire students to work hard and help them succeed. And Insight belongs to the network of schools led by K¹²—America's leader in online education—which gives us and our families access to the best curriculum, support, and services in the field.

Insight Schools afford students in grades 9–12 the chance to learn in the ways that are right for them. The school plans to expand offerings to K-8 in future years. Insight offers a comprehensive and holistic approach to learning.

Insight Schools were created to serve at-risk students in California. The first programs opened in Fall of 2014. Following the requests of teachers and families in San Joaquin and neighboring areas who had or were working with at-risk students, it was identified that there was a need for an Insight program in that region. Through a partnership between the parents, the Insight administrative and teaching staff as well as the staff of New Jerusalem School District, Insight @ San Joaquin was opened in Fall 2015 to serve at-risk youth in the counties of San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Stanislaus, Sacramento and Santa Clara.

Administrative Staff

Head of School

Kimberly Odom began her journey in education 14 years ago within the special education department. She has worked with ages preschool through college, focusing on transitional components for students. Kimberly piloted an adult transition program at the local community college that successfully graduated students with an A.A. degree as well as provided community work opportunities. Kimberly came to California Virtual Academies in the Fall of 2012 as an Education Specialist and was most recently the Director of Special Education for all CMS schools. She brings to the table her love for continued education as well as a strong focus in data driven student supports and achievement.

Academic Administrator

Morgan Vincent, Academic Administrator of Insight Schools. Morgan received her bachelor's degree in Comparative Literature and Natural Science from the University of Southern California in 2007 and began her career in education in 2008 as an English teacher in a brick-and-mortar school. She earned her master's degree in Education from Azusa Pacific University in 2009. After several years of serving students in a traditional setting, Morgan transitioned to teaching for Insight Schools of California in 2014, where she developed a passion for working with at-risk youth and other educators committed to serving them. Morgan became a Lead Teacher at Insight in 2015, a role which allowed her to train and support other teachers in providing the best possible learning experience for students in this online environment. In 2018,

Morgan assumed her current role as the Academic Administrator for Insight Schools, in which she continues in her efforts to ensure that all students, no matter their situations or backgrounds, have access to quality education and resources and are supported in realizing their potential. Morgan looks forward to many more years of providing opportunities to students across the state in this unique and exciting environment.

High School Lead Trauma Counselor

Jaime Forrest received her Bachelor's degree in food science and nutrition from California State University Fresno. She began her career with CAVA in 2012 and transitioned to Insight as the Student Support Specialist in 2014. She went on to earn her PPS credential and her Master's degree in educational counseling from National University and now serves as the Lead Trauma Guidance Counselor. Jaime works closely with students and their families to ensure students are in the appropriate courses to meet the graduation requirements. Jaime provides trauma training to staff and meets with students as needed to provide support. Jaime also manages the counseling team and the Family Academic Support Liaisons and the Family Resource Liaison on the FAST team. Additionally, Jaime educates and informs students and staff regarding post-secondary education information and important social emotional topics to ensure students have both the academic and social-emotional support needed to be successful.

Directors of Special Education

Breauna Wall graduated from the University of Minnesota, Twin Cities with a bachelor's degree in sociology and criminal law. She holds two master's degrees, one in Special Education from Arizona State University and one in Educational Leadership from Northern Arizona University. Breauna is currently a student at Johns Hopkins University, earning a Doctor of Education degree. She has nearly a decade of experience serving students with developing needs as a teacher, program director, principal, consultant and university associate. She is passionate about improving student outcomes. As a director of special education, she works to ensure that all students have the resources they need to reach their full academic potential.

Kristine Gornto graduated from California State University, Hayward with a bachelor's degree in English and Chapman University with a master's degree in special education. She received her teaching credentials from California State University, Stanislaus and Chapman University and spent seven years teaching English and special education at a brick-and-mortar continuation high school. Before starting in her current role in July 2018, she worked as a district program specialist/administrator for six years. As director of special education compliance, she works to ensure that all special education programs and services are legally compliant.

Brandy Scott holds a bachelor's degree in psychology with a certificate in applied behavior analysis (ABA) from CSU, Fresno and a master's degree in special education from NU with a specialization in autism spectrum disorders (ASD). Her background and experience are in management, banking and finance and most recently serving as the Related Services Manager for Insight Schools. She has also worked directly with students with Autism during her graduate and undergraduate years. She believes that all students should be celebrated for who they are and has enjoyed the shift in educational culture that recognizes that students with disabilities are students with abilities. Embracing the skills of students, especially due to neurological differences such as ASD is no longer a dream for the future, it is now. Brandy is student-centered and passionate

in her desire that all students with special needs are identified, supported and served quickly and with excellence.

High School Lead Teacher

Briette Peterson is the Lead Teacher of Student Support Services for Insight Schools. She holds a bachelor's degree from Brigham Young University majoring in Marriage, Family and Human Development. In July of 2011 she graduated with a Multiple Subject Teaching Credential and Master of Arts in Education with an emphasis in Digital Teaching and Learning from Azusa Pacific University. In 2019 she graduated from the Grow Emerging Leaders Program and was also chosen to present for the National Promising Practices Conference. In July of 2019 she was accepted into Southern New Hampshire University and is currently working towards a second master's degree; Master of Education in Online Teaching and Learning. Briette's energetic and positive personality has encouraged her to regard educational opportunities as a gift, and she considers learning a lifelong pursuit. She firmly believes in the immeasurable value of each individual, and labors diligently to lead and inspire students and staff to reach for success, even when the road seems too difficult. Briette is also a wife and mother to five beautiful children, enjoys athletic challenges such as running marathons, and keeps busy by trying new things such as self-publishing children's books that her children can enjoy.

Operations Manager

Michele Fowble is the Senior Operations Manager supporting Insight Schools. In this role, Michele supports and oversees all aspects of school operations and compliance activities at all levels. Ms. Fowble has more than 15 years of experience in an administrative management capacity for several prominent companies. Prior to joining the schools, Ms. Fowble was the Executive Assistant/Office Manager for the CEO of Qualstar Corporation where she oversaw the management of several smaller companies in addition to supporting the CEO. She also served for eight years as the Manager, External Relations for the Academy of Television Foundation. She was also the Director of Administration for the Boys & Girls Club of Malibu. Ms. Fowble serves on several non-profit boards and lives in Simi Valley with her daughter.

Teaching Staff

Insight @ San Joaquin employs both full time and part time teachers from San Joaquin and its surrounding counties.

Each of the teachers employed by the Insight @ San Joaquin, at minimum:

- Hold a Bachelor's degree
- Hold a valid California Teaching Credential authorizing service in the grade levels or subject area assigned
- Meet the definition of "highly qualified" according to No Child Left Behind
- Demonstrate proficiency in technology and technology support
- Demonstrate a shared view of the school's vision
- Have a cleared background review through the Department of Justice process

Ideal candidates also:

- Hold a CLAD and/or BCLAD certification
- Experience in a charter school environment

EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission

Insight @ San Joaquin is part of a highly effective network of public charter schools. Our mission is to awaken the power of learning in every student. At Insight, the student is at the center of everything we do. Students thrive when they're surrounded by a supportive environment that's individualized to their strengths and needs. This provides them with the opportunity to learn, understand, grow, and succeed.

Educational Philosophy

An educated person in the 21st century is one who not only has a solid understanding of and facility with fundamental concepts from the core academic subjects but also has the ability to think critically about the issues we face as part of a global community in the age of information and technology.

We, the petitioners for the Insight @ San Joaquin believe that, given a comprehensive and mastery-based curriculum, high expectations, access to technology (computer and Internet), strong instructional support, a significant amount of off-line work, guidance from experienced teachers, and a strong commitment from parents (or other caring adults), a well-conceived virtual education program that boost student achievement, serve the unique needs of students and families, and offer a new model for effective public education in the 21st century.

The goals of our educational program include:

- Enabling all students to become self-motivated, competent and lifelong learners
- Empowering the parent as the teacher through a guided program and training
- Offering flexibility and choices to increase student interest in learning
- Using a variety of lessons, activities, and modalities to improve student achievement
- Striving for mastery of all skills by every student
- Developing reflective learners
- Developing technology literate students

Insight @ San Joaquin has received accreditation through the Western Association of Schools and Colleges. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges will be considered transferable.

Teacher Qualifications

All teachers hired meet the state of California credentialing requirements for multiple-subject instruction.

State Standardized Testing

Students in the Insight @ San Joaquin program participate in state standardized testing.

Students To Be Served

The Insight @ San Joaquin's first opened on July 1, 2015. The school currently serves students in grades 9-12th. The school plans to expand grade levels to include kindergarten – 8th grade in the

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future. During the 2019 - 2020 school year, the school serves approximately three hundred and sixty-five (365) students throughout San Joaquin and its contiguous counties.

The school targets students who can benefit most from a self-paced, individualized instruction that is delivered in the home via technology.

These students are members of the “millennial generation” (born between the years of 1976-2000) and have come of age along with the Internet. They represent 36% of the total U.S. population and are the largest generation at this time. They use the computer and Internet more than any other age group (90% of children between the ages of 5 and 17 use computers). They define community as a digital place of common interest, not just a shared physical space.

Students must have access to a responsible adult who is available on a daily basis to assist with the student’s instruction for learning will take place in the home or a small group setting.

Curriculum and Instructional Design

Learning Environment Overview

The Insight @ San Joaquin is a non-site based independent study program. Teachers and parents (or responsible adults) guide students through their daily K12® coursework in the privacy of their own home or small group setting. Students and their parents (or responsible adults) access school lessons and lesson assessments, enter attendance, and track academic progress through the K12® Online School. Teachers holding a California teaching credential oversee the learning of each child in their class by reviewing each student’s work for quality, accuracy, and understanding; accessing their online academic records (including daily lessons and assessments); and communicating with the parent (or other responsible adult) on a regular basis at teacher conferences. Teachers provide direct instruction both in person and via online classrooms, to ensure students are supported in their learning Teachers also grade student work, deliver report cards and are available daily via phone or e-mail when students (or adults) have questions. The content of K12 lessons is reinforced through monthly outings and activities organized by teachers. The school administration work in a central administrative office located in Simi Valley, California and remotely from their home with local administrators responsible for program supervision in various areas of California. The Insight provides an administrator for the Insight @ San Joaquin in the central California region.

Independent Study Laws & Regulations

The Charter School shall comply with the Charter Schools Act along with Education 51745 et. seq. and its implementing regulations regarding independent study instruction, including, but not limited to the following:

- Written Policies

The Charter School shall adopt written policies pursuant to a public hearing, prior to commencing operation that include, but are not limited to, all of the following:

(a) The maximum length of time, by grade level and type of program, that may elapse between the time an independent study assignment is made and the date by which the pupil must complete the assigned work.

(b) The number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's permanent record.

(c) A requirement that a current written agreement for each independent study pupil shall be maintained on file.

- Independent Study Agreements

The Charter School must maintain on file a current written agreement for each independent study pupil containing the following information:

(a) The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.

(b) The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.

(c) The specific resources, including materials and personnel that will be made available to the pupil.

(d) A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

(e) The duration of the independent study agreement. No independent study agreement shall be valid for any period longer than one semester, or one-half year for a school on a year-round calendar.

(f) A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

(g) The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate.

(h) Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee, who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

- Prohibition Against Provision of Funds or Things of Value

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The Charter School, shall not provide any funds or other thing of value to the pupil or his or her parent or guardian that a school district could not legally provide to a similarly situated pupil of the school district, or to his or her parent or guardian.

- County or Contiguous County Residents
The Charter School may only receive funding for the provision of independent study to pupils who are residents of San Joaquin County or who are residents of a county immediately adjacent to San Joaquin County. Establishment of facilities shall comply with Education Code Section 47605.1(c) as applicable.
- Teacher/Student Ratio
The Charter School must comply with Education Code Section 51745.6 and its implementing regulations regarding teacher to ADA limits.
- Funding Determination
The Charter School shall apply for a funding determination as necessary in accordance with Education Code Section 47612.5.
- Social and Emotional Learning (SEL)

As part of Insight School of California's holistic approach to each student's success, we plan to offer a Social and Emotional Learning program all students. This program is an important part of learning at Insight that provides a safe place where the spotlight is on students and their needs.

During the school year, students attend twice-weekly advisory sessions for 30 minutes in a live, online forum facilitated by a specially trained homeroom teacher. Through the program, students grow in four key social and emotional areas necessary for thriving in school and life:

- Self-awareness
- Social awareness
- Relationship building
- Responsible decision-making

In the sessions, students discuss topics relevant to their lives, creating a strong sense of belonging and community among peers, as well as allowing the teacher to learn more about each student on a deeper, more personal level.

As a result of sharing in a respectful environment where people listen to and value those who contribute, the students discover a vital part of their personal identity—their own voice. And as their confidence and self-esteem grow, students begin to flourish in class and beyond.

Teachers Focus on Their Students' Well-Being

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Through the program, our teachers, who are trained in SEL support and facilitation techniques, focus on their students' academic, social, and emotional well-being. For example, because of a deeper understanding of students' lives through group discussions, a teacher may learn that a participant has chronic health issues. After addressing this issue with the student, the teacher will notify the Family Support Team, which will help the student connect to the services he or she needs most.

Our teachers are also adept at facilitating discussions that connect students' real-life world to their academic studies. A teacher may open the day's discussion about an instance of social injustice reported in the news, and then draw the group into a conversation about a book they're studying, such as *Lord of the Flies*.

Through the SEL program, students who once felt like outsiders can discover the worth of their individuality within a community. They also develop life-changing skills that will help them be successful students, productive adults, and generous citizens.

Independent Study Roles

The Supervising Credentialed Teacher will:

- Be responsible for the written agreement for independent study.
- Assess the student's work, either orally or in written form.
- Suggest reinforcement of content when needed or requested.
- Personally judge the time value of student assignments or work products before ADA is earned.
- Assess the child's level of education, , support with ensuring accommodations are given to the student to ensure access to grade level curriculum as necessary to meet district or county guidelines, and administer state mandated tests as required.
- Inform parents of or offer workshops that will enhance the teaching techniques of the parents.
- Arrange educational field trips and visits from professional speakers on subjects in which parents and students express an interest.
- Maintain records of credits for each subject earned by junior high school students, based on work successfully completed.

The Teaching Adults will:

- Be committed to understand and use the independent study strategy appropriately.
- Provide an appropriate environment for the student's study.
- Participate with the teacher(s) in the development of the student's educational plan, including goals, objectives, and assignments. (While the supervising teacher is responsible for the educational design, the parent must be concerned about his or her role and the student's needs and interests.)
- Along with the student, prepare a study schedule that incorporates family and educational responsibilities
- Facilitate and enable, as much as possible, the student's effective and successful study under the written agreement. This would include avoiding disturbances during study such as phone calls, TV watching, and conflicting family duties.

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- Supervise the student while following the plan as the student is working on assignments, making sure that the student's effort at least meets the minimum requirement set forth in the written agreement.
- Take steps to ensure the timely submission to the Supervising Teacher of all student work, completed assignments, and accurate records that will be needed for the assessment of student progress and attendance accounting as specified in the written agreement.
- Participate in a supportive role in regularly scheduled Supervising teacher/student meetings.
- Under the direction of the supervising teacher and with the assistance of any other assigned Charter School staff, participate in the student's instruction and assessment of learning and skills mastery. This may include the following:
 - Assuming responsibility for supplied textbooks, instructional materials and supplies, and equipment
 - Making intermediate assignments
 - Introducing curricular elements
 - Reinforcing learning
 - Promptly checking student work for errors, which the student should then correct and return to the supervising teacher.
 - Whenever possible, attend workshops that provide instruction and guidance that will make independent study a satisfying and beneficial experience for the participating child and parents.
 - Ensure the student's voluntary participation in and understanding of independent study and facilitate the student's transfer to traditional instruction when ready or when the student is unwilling to continue in independent study.

The Students will:

- Make regular, scheduled contact with the Supervising Teacher as specified in the written agreement, with parent participation.
- Complete *at least* the assigned work by the due date.
- Have all possible assignments available at meetings with Supervising Teacher
- Make an effort to participate in pertinent public or private extracurricular activities, including social activities with other children and adults.
- Be responsible for other tasks that may be required to fulfil the written agreement.

The Curriculum

Students enrolled in the Insight use the K12® Curriculum, a curriculum program developed by K12, Inc. of Herndon, Virginia. The Insight has selected the K12 curriculum for both its superior quality and the fact that it both meets and exceeds the California State Standards. The K12® Curriculum covers six subject areas (Math, Language Arts, Science, History, Art and Music), with more than 600 lessons per grade level. The curriculum includes both online lessons and offline materials such as textbooks, workbooks, etc. For more information about the K12® curriculum, please visit www.k12.com.

Teaching Methodology

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The Insight @ San Joaquin employs a team teaching approach with both parents/responsible adults and certificated teachers involved in the instructional process. The result is a teacher-student ratio of 2:1. Responsible adults play the role of academic coaches who guide students through the instructional program on a daily basis, conduct the lessons and help ensure that students are learning. Certificated teachers are charged with assigning lessons, managing the student portfolio, designing monthly outings, evaluating student work, answering technical and curriculum questions as they arise and tracking and recording student progress/attendance.

Their approach to education assumes that students learn best when information is presented through a variety of modalities. Thus, each lesson contains content that is presented through the following modalities: visual, auditory and kinesthetic. In addition, teachers are available to assist parents and students with supplementary materials or recommended approaches should the student have difficulty understanding the content of a lesson. The presence of online lesson and unit assessments ensures that teachers are able to quickly identify and assist students who are having academic difficulties.

Curriculum Materials

Each student enrolled in the Insight @ San Joaquin receives a complete set of K12 curriculum online and offline materials for enrolled courses, which may include but are not limited to: Math, Language Arts, History, Science, Art and Music. Currently, the Insight @ San Joaquin invests approximately \$2600 per student in technology equipment and online/offline curriculum materials. Examples of offline materials include: textbooks, workbooks, science lab materials, etc.

Technology Materials

Due to the virtual nature of the school, technology plays a critical role in our school community. Each family enrolled and in need will receive a desktop or laptop computer, software, monitor, and a fax/scanner/printer device. It is understood that the computer system is the property of the school and thus will be returned when the student leaves the school. In addition, each family may request reimbursement for the cost of Internet access on a semi-annual basis at the Governing Board approved monthly rate. For families that face residential or other constraints, the Head of School will accept and review requests for increased funding on a case-by-case basis.

Technology Service

Insight @ San Joaquin provides three levels of technology support for all students enrolled in the school:

- Level 1: Teachers will provide basic technical support and troubleshooting for both the computer systems and software. In addition, teachers are responsible for providing additional technical training to parents and students throughout the school year as needed.
- Level 2: K12 Technology Support Desk will provide technical support for K12 curriculum materials, the Online School and more advanced technical support for desktop, ISP and software issues.
- Level 3: On Site Administrators and Western Region Technology Support will provide additional hands-on assistance and home visits to families as is necessary to support and supplement the technology support offered in levels 1 and 2.

Plan For Students Who Are Academically Low Achieving

Insight @ San Joaquin teachers will identify students who are achieving below expected academic levels using the following tools and strategies: The Online School Progress and Attendance Screens, student portfolios, standardized test results, direct teacher involvement, parent education and curriculum accommodations and intervention support..

The Online School: Progress and Attendance Screens

Teachers review the academic progress and attendance of their students on a regular basis using the features provided by the K12 Online School. Students who are achieving below expected academic levels will have one or more of the following characteristics: slower progress towards completing lesson assignment goals, missed days of attendance, and/or have retaken lesson/unit assessments multiple times.

Student Work Records

The Insight student work record program incorporates the collection and evaluation of student work samples to complete the On Line School lessons and provides an additional assessment tool for the assigned teacher. During meetings with the student, parent and teacher will focus on the student work record for that academic period. Students will provide a work sample from each of the assigned subject areas for each meeting. Students will share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to notice academic progress or highlight learning concerns. Student Work Records will also serve to contextualize formal assessments, provide a comparison for standardized test results (student performance on such tests can show day-to-day variation) and demonstrate progress toward identified outcomes and state standards. These portfolios will be kept in the student's permanent file and will be used to identify students who are academically low achieving.

California Assessment of Student Performance and Progress (CAASPP)

The results of each student's achievement on state standardized tests will be shared with both parents and teachers. Parent and teacher will discuss results to identify areas of weakness or strength and use this information to assign lessons and select curriculum accommodations and interventions to the curriculum.

The Insight @ San Joaquin will have the following resources to serve students who are academically low achieving:

Teacher Involvement

Teachers will provide parents and students with guidance as to maximize student-learning opportunities within the curriculum as well as with supplemental materials. Teachers will provide information on additional resources that are available to the parents such as special learning projects or useful websites. Teachers are available for one-on-one support or tutoring.

Parent Education

The Insight @ San Joaquin will provide a schedule of parent education sessions to all members of the school community. Each parent education session will contain information and research designed to meet the needs of individual students. Parent education sessions will be led by both

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teachers and administrators throughout the counties served by this school. Parent education sessions will take place either via teleconference, in person or in the online classroom platform. Examples include workshops on writing skills, mathematics and social emotional learning and understanding student behavior. Teachers are available to provide training to the individual parent as needed.

Curriculum Accommodations and Support

The K12 curriculum is designed to meet the individual needs of each student. Thus, teachers can use the K12 curriculum to identify the lessons that will best meet their students' academic needs. Students can receive support through targeted interventions using a variety of the K12 curriculum levels. In addition, teachers have access to additional curriculum products such as *Study Island* that provide additional online lessons and content designed to supplement the instruction provided in the K12 curriculum.

Family Academic Support Team

When students are in crisis or are experiencing academic, family, or social challenges, they struggle to fully engage in their education. To meet the variety of needs that can conflict with student success, Insight Schools of California has created the Family Academic Support Team. The team consists of four members, including*:

- Family Resource Coordinator—a licensed social worker
- Family Support Liaison—an on-staff caseworker
- Family Engagement Coordinator—an on-staff community networker
- Compliance Liaison—a compliance/truancy officer

The purpose of the team is to eliminate the barriers and risk factors that make students vulnerable to falling behind in classes, failing classes, or dropping out. With an ongoing responsibility to build relationships outside of the school, the team advocates for local and national resources to give students access to necessary social services. The goal is to build within the school an infrastructure of support, before needs arise, for anything that may jeopardize a student's education, such as medical challenges, domestic issues, legal trouble, or even computer and Internet problems.

Plan For Students Who Are Academically High Achieving

Insight @ San Joaquin teachers will identify students who are achieving above expected academic levels using the following tools:

- The Online School: Progress and Attendance Screens
- Student Portfolios
- California Assessment of Student Performance and Progress (CAASPP)

The Insight @ San Joaquin will have the following resources to serve students who are academically high achieving:

Teacher Involvement

Teachers will provide parents and students with guidance as to maximize student-learning opportunities within the curriculum as well as with supplemental materials such as *Study Island*.

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Teachers will provide information on additional resources that are available to the parents such as special learning projects or useful websites. Teachers are available for one on one support or tutoring.

Parent Education

The Insight @ San Joaquin will provide a schedule of parent education sessions to all members of the school community. Each parent education session will contain information and research designed to meet the needs of individual students. Parent education sessions will be led by both teachers and administrators throughout the counties served by this school. Parent education sessions will take place either via teleconference, in person or in the online classroom platform. Examples include workshops on writing skills, mathematics and social emotional learning and understanding student behavior. Teachers are available to provide training to the individual parent as needed.

Plan for English Language Learners

The New Jerusalem Elementary School currently serves a student population of English language learners, the following section identifies how the Insight @ San Joaquin will identify and serve these students:

Insight @ San Joaquin will identify and serve English Language Learners as follows:

Insight @ San Joaquin has two methods for identifying English Language Learners:

1. Parent response to the question in the Home Language Section of the Insight @ San Joaquin enrollment forms; and follow up ELPAC (English Language Proficiency Assessments for California) testing as required by law
2. Teacher observations with students and parents at the beginning of the school year.

Once a student has been identified as an English Language Learner, Insight @ San Joaquin will provide the following support:

A Qualified Credentialed Teacher

Insight @ San Joaquin will actively recruit teachers who hold a CLAD and/or BCLAD certification to ensure that these students receive the support that they require. Currently, 90% of the Insight @ San Joaquin staff holds a CLAD/BCLAD certification.

Curriculum Modification

The K12 curriculum is designed to meet the individual needs of each student. In addition, we have purchased licenses through Reading Eggs for grades K-3 and ELS Reading Smart for 4th- 12th grade to assist with the unique needs of these students.

K12 Curriculum

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The K12 curriculum leverages Sheltered Instruction Methodology in its approach to lesson instruction. Although all lesson instruction is provided in English, each lesson uses a high number of images, short graphic animation clips as well as an audio pronunciation tool that provides the correct pronunciation of key words in the online school lessons.

Workshops for Teaching Adults

The Insight @ San Joaquin will provide workshops designed to assist parents/teaching adults of English Language Learners throughout the academic school year. Workshops will include instruction regarding practical techniques for leveraging the K12 curriculum to meet the needs of English Language Learners as well as lesson demonstrations by CLAD and/or BCLAD certified teachers.

Workshops for Students

The Insight @ San Joaquin will provide workshops for ELL students throughout the year. Workshops will provide students with one on one access to CLAD and/or BCLAD certified teachers. Teachers will lead lessons or provide additional tutoring depending on the individual needs of the student.

Supplements to the K12® Curriculum

The Insight @ San Joaquin recommends specific resources designed to assist ELL students in the areas of Language Arts and Mathematics. These materials are available for parents/teaching adults to use with their English Language Learners per their teacher's direction. The materials aid in the instruction of students whose primary language is Spanish, Chinese, Filipino, Hmong, and Vietnamese for according to our demographic data, the majority of our ELL population noted these as their primary languages. However, should the demographics of our population change with the addition of the Insight @ San Joaquin; we will purchase additional curriculum materials.

Plan for Special Education

District Oversight

Insight @ San Joaquin in conjunction, and through oversight, of the New Jerusalem Elementary School District shall assure that a free appropriate public education (FAPE) is provided for all children with disabilities attending Insight @ San Joaquin in accordance with Education Code § 56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33, and San Joaquin County SELPA policies and procedures. No student otherwise eligible to enroll in Insight @ San Joaquin will be denied enrollment due to a disability, or the school's inability to procure necessary special education services.

Charter School Responsibilities

Insight @ San Joaquin will deliver required and appropriate special education services to students enrolled in the Charter. These services shall include:

1. Child find;
2. Initial, annual and triennial evaluations;
3. IEP development and implementation;

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4. Sole responsibility for providing special education services as delineated on all enrolled students' IEPs.
5. Sole responsibility for special education transportation as indicated on IEPs;
6. Due process/compliance proceedings, and related attorney fees for Insight @ San Joaquin, New Jerusalem Elementary School and San Joaquin SELPA.
7. Submission of all required reporting, filings, etc. to fully comply with the San Joaquin SELPA, California State Department of Education (CDE) and federal requirements.
8. Insight @ San Joaquin Charter School will provide the San Joaquin SELPA contact names, phone numbers, and e-mail addresses for all required reports.

Section 504 and the ADA

It is agreed that this agreement is intended to address the responsibilities of the parties with respect to the provision and financing of special education services under the IDEA and does not cover services or accommodations required under Section 504 of the Rehabilitation Act (Section 504) nor under the Americans with Disabilities Act (ADA). Insight @ San Joaquin shall be solely responsible, at its own expense, for compliance with Section 504 and the Americans with Disabilities Act (ADA) with respect to eligible students. Insight @ San Joaquin will adhere to the requirements of Section 504 by having a board-adopted process, Insight @ San Joaquin or New Jerusalem Elementary School's, an identified Section 504 coordinator, written Section 504 referral, evaluation processes, provision of services as recorded on appropriate forms, and procedural safeguards.

Provisions for, and Compliance of, Special Education Services

Referral Process

Insight @ San Joaquin shall maintain a trained Needs Assessment Team (NAT) staff. This NAT process, which provides a venue for parents, teachers, key school personnel, or other interested persons systematically to review and make performance suggestions and assist with interventions and concerns. The Referrals are computerized on-line and forwarded to a designated NAT contact. NAT Meetings are held a minimum of one time per month unless the number of NAT referrals warrants additional meetings in a given month or more often due to the severity of the case(s). In response to the state moving toward Response to Intervention (RTI), Insight Charter School has trained staff (general and special education) as well as has updated SST forms and is implementing-an RTI model.

If a parent formally requests a special education assessment in writing, an Assessment Plan, outlining proposed testing in all areas of the student's suspected disability or a letter of denial will be generated within fifteen (15) calendar days from the date the California Virtual Charter School special education representative receives said written request.

Interim Placement and IEP Development

Insight @ San Joaquin adheres to the legal mandates outlined in Education Code § 56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33. When a student completes an

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enrollment form indicating the student has or may have an active IEP from the district where the student is or has been enrolled, the parents will be instructed to request in writing an IEP meeting. The parents will participate in the joint IEP meeting which will be held by district of residence which will include the Insight @ San Joaquin. The purpose of the meeting will be to determine if FAPE can be met through a virtual independent study program. When a student with an active IEP stating that FAPE can be provided by an independent study program, the Insight @ San Joaquin will provide interim special education placement services that essentially contain all the elements in the student's previous IEP and as outlined on the San Joaquin SELPA Interim IEP form. A new IEP will be written on the corresponding San Joaquin SELPA forms within 30 days (Education Code, Section §56325).

The IEP team is comprised of the parent (and/or their requested representative[s]), a general education teacher familiar with the student's work, any special education personnel who will be working with the student, an administrative representative, and when appropriate the student. Areas of need, goals and objectives and frequency/duration of services are designed to promote educational benefit for identified students. Annual goals are developed for all students with special needs based upon California Grade Level Standards and Frameworks. Should the IEP team determine that the student will participate in the CAPA; short-term objectives will be developed as well. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts.

Initial and Triennial Assessments:

Students requiring an initial evaluation to determine if they meet eligibility requirements to receive special education will be referred to the charter school's special education contact person. The designated person will generate a referral for special education; monitor all legal timelines; develop an assessment plan (offering testing in all areas of suspected area of disability [EC §56040 through §56344]; coordinates qualified personnel to provide the required testing [EC §56320]; distribute written assessment reports to the parent prior to the IEP meeting [EC §56327]; generate an IEP meeting notices [EC §56195.8]; develop and facilitate the IEP meeting [EC §56345]; and distribute copies of the IEP to appropriate personnel [EC §56347]. Insight @ San Joaquin will use all required IEP forms authorized by the San Joaquin SELPA. San Joaquin SELPA will be provided duplicate copies of all IEPs for purposes of monitoring compliance per the SELPA Local Plan. CASEMIS data will be documented by Insight @ San Joaquin and provided to San Joaquin County Superintendent of Schools in a timely manner to insure San Joaquin SELPA deadlines for reporting information to the California Department of Education (CDE) are met. Insight @ San Joaquin will enter into a fee for service contract with San Joaquin County Superintendent of Schools for CASEMIS reporting.

At least once every three years, a student is reassessed to determine their continued eligibility to receive special education services [EC §56301 and EC §56381]. The identical process used during an initial evaluation is replicated at each triennial reevaluation.

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Transition Planning:

Beginning at age 16 or younger, and annually thereafter (Education Code, Sections §56362 and §56345.1) a student's IEP shall outline the activities needed for the him/her to move from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. Based on the student's needs and interests, goals related to instruction, related services, or involvement of outside agencies will be developed in accordance with the reauthorization of the Individual with Disabilities Act-2005 legislation and documented on the required San Joaquin SELPA forms. The IEPs of all identified high school students will include documentation they were apprised of the difference between a Certificate of Completion and a Diploma. If diploma bound, students must take and pass Algebra; pass both portions (math and language arts) of the California High School Exit Exam (CAHSEE testing is offered multiple times each year in geographic regions throughout the Charter School's attendance boundaries); and complete a State approved Course of Study adopted by the Charter. Students who complete the required Course of Study and obtain the necessary credits needed to graduate, but are unable to pass the California High School Exam will be granted a Certificate of Completion by Insight @ San Joaquin.

Each Individual Transition Plan documents whether the student is working toward a Diploma or Certificate of Completion, and their proposed date of graduation. Students who do not obtain a diploma (graduate) remain eligible for special education services through Insight @ San Joaquin until the age of twenty-one years, nine months. Prior to receiving the diploma, a summary of the student's academic achievement and functional performance and recommendations on how to assist the student in postsecondary goals and the Charter School shall notify the parent or student (if age 18) that the Charter School are no longer responsible for providing special education services will be discussed in an informal meeting.

Beginning at age eighteen, students have the sole responsibility for making their own educational decisions. At age seventeen, students are notified of this fact and it is documented on their IEP.

Parent/Guardian Concerns

Parent/Guardian concerns regarding Special Education services, related services, and rights shall be forwarded to the Insight @ San Joaquin Charter School appointed Special Education administration in order to ensure that all parties are aware of such concerns and a plan can be developed to ensure compliance.

Complaints

Insight @ San Joaquin Charter School shall address, respond to, and investigate all complaints received concerning Insight @ San Joaquin Charter School under the board-adopted Uniform Complaint Policy and the state-adopted procedure for special education complaints and notify the San Joaquin SELPA.

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Due Process Hearings

Insight @ San Joaquin may initiate a due process hearing on behalf of a student enrolled in the Insight @ San Joaquin as determined legally necessary to meet its responsibilities under federal and state law. The Insight @ San Joaquin shall defend any due process hearing brought by a parent in behalf of a student enrolled in the Charter School. In the event that Insight @ San Joaquin determines legal counsel representation is needed, any provider, San Joaquin SELPA, New Jerusalem Elementary School and the Charter School shall be jointly represented by legal counsel, unless there is a conflict of interest. In the case that separate counsel is deemed to be necessary by Insight @ San Joaquin, the Insight @ San Joaquin shall be responsible for the separate cost of the legal counsel for the Charter School.

Staffing, Curriculum, Service Provisions, and Student Accountability

Insight @ San Joaquin's goal is to employ "highly qualified staff" to provide special education services. Parents of special education students will be notified in writing if highly qualified staff is not available. Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to Insight @ San Joaquin. Identified special education students are provided accommodations to enable them access to same curriculum/programs that their general education counterparts may choose to access while attending the Insight @ San Joaquin.

Due to a shortage of special education staff, if needed, Insight @ San Joaquin may contract with other LEAs, agencies, companies, or organizations to serve Charter School students. Insight @ San Joaquin agrees to use the SELPA adopted NPS/NPA master contract.

All identified special education students will adhere to the standardized assessment policies and procedures of the Insight @ San Joaquin school and expected to participate in the California Assessment of Student Performance and Progress (CAASPP).

All services, supplementary materials, or assistive devices required to access core curriculum are provided at no cost to the identified special education student. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program. Differentiated or weighted grading policies or practices are not in place for identified special education students.

Disenrollment

Attendance for special education services are monitored monthly to insure identified students' access all services outlined on their IEP's. If a special education student misses 50% of special education and/or related services within a calendar month, Insight @ San Joaquin Charter's special education department will contact the family. If any additional services are missed during that calendar month, an IEP meeting is called to insure the charter school's independent study model remains an appropriate placement for the student, and to discuss steps the IEP team will take to carefully monitor progress that promotes educational benefit for the student. Should

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an additional IEP be held to discuss appropriate placement, the district of residence will be invited to attend.

Maintenance of Special Education Records

The records for all identified student's special education files shall be maintained in the Simi Valley Office. The San Joaquin SELPA will be notified of said record location, provided the name of a contact person and their e-mail address. Insight @ San Joaquin Charter agrees to use approved San Joaquin SELPA forms/software and file all necessary reports to maintain legal compliance.

Funding

The New Jerusalem Elementary School District shall serve as the Local Education Agency (LEA) for special education purposes for Insight @ San Joaquin. The Insight @ San Joaquin and the New Jerusalem School Board understands that the San Joaquin SELPA and the Fiscal Committee will work towards equity within the funding model to address Charters sponsored by non-provider LEA's within the San Joaquin SELPA. Yearly meetings with the SELPA director will be implemented to address new policies, procedures and fiscal models. The purpose of said meeting will be to review and revise the MOU as needed.

Insight @ San Joaquin may access the San Joaquin SELPA funds for low incidence equipment and materials as appropriate and as specified on a student's IEP, following the existing guidelines, policies, procedures and administrative regulations outlined in the San Joaquin SELPA's Local Plan. Insight @ San Joaquin shall be responsible for inventory, maintenance, and training on the use of the equipment. The equipment shall remain the property of the San Joaquin SELPA.

MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Annual Goals, Actions and Outcomes for the Eight State Priorities

Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all	Year 3 Objectives: 2019-2020	Actions and Services	Related State and Local Priorities
Increase student achievement for all students with academic interventions in place to eliminate barriers to student success	All Students	5% decrease in number of points below standard in math (166 below) 5% decrease in number of points below standard in ELA (79.4 below) 35% of students will be on or above grade level in math by the end of the school year based on Math Assessment 35% of students will be on or above grade level in reading by the end of the school year based on Reading Assessment Maintain at least 80% overall pass rate 55% of EL students will be reclassified	Professional Development that includes the 2019 RAPSA conference for additional supports in teaching methods for the at-risk population. Create a Graduation Plan for each student and utilize a Response to Intervention model to determine level of support each pupil needs. Verify pupils have access through their online learning system to standards aligned curriculum Create and maintain alignments for CCSS and curriculum Clear and early communication regarding testing requirements and locations	4, 8

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		<p>Increase percentage of EL students at levels 2, 3, and 4 by 2% each</p>	<p>Maintain instructional time with credentialed teacher. Regular and consistent evaluation of student work samples to identify gaps in skills, provide ongoing feedback, and determine appropriate supports and interventions</p> <p>Teachers provide tutoring in reading/ELA instruction and math on a regular basis. Instruction is based on targeted areas of deficiency as identified by curriculum assessments aligned to CCSS and the Star306 assessment</p> <p>Comprehensive English Language development program addressing language and academic needs of diverse EL population. Develop a plan for supporting long-term ELs. Track the progress of each RFEP student and provide targeted interventions when students are not meeting standards.</p> <p>Family Academic Support Liaisons: Family Academic Support Team (FAST) provides academic assistance, encouragement, and support to students and learning coaches when such support/assistance is deemed necessary to achieve academic success in the virtual school environment. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships, and bring about success and engagement.</p> <p>Providing additional educational resources for</p>	
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			<p>students within the classroom to support student achievement.</p> <p>College/Career Readiness will be supported in the community by providing in-person events to include visiting community college campuses and vocational education programs. Use Star 360 to administer diagnostic and interim assessments to measure student growth in ELA and math</p> <p>The school plans to provide evidence-based services including supplemental curriculum, professional development for teachers, and an increased school day and/or year for identified students. The increased time will support students with math and reading skills and support successful core course completion and credit recovery.</p> <p>Work with a data consultant to determine the areas of need specific to credit deficient and low performing students and develop action steps at the teacher and student level.</p> <p>Building capacity of teachers by providing math professional development in instructional techniques and strategies to improve student proficiency.</p> <p>The leadership team will utilize in-person meetings to review data analysis results, graduation rates and proficiency in order to create a plan for supports throughout the year.</p>	
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<p>Cultivate a positive school culture and system of supports for student personal and academic growth.</p>	<p>All students</p>	<p>Decrease withdrawals by 2% (26.1%)</p> <p>89% overall attendance rate</p> <p>Decrease chronic absenteeism by 5% (to 47.7%)</p> <p>Decrease dropout rate by 2.5%</p> <p>78% graduation rate</p> <p>Maintain a 0% for both expulsion and suspension rates</p> <p>70% of students will access live sessions on a weekly basis</p> <p>100% of parents will be invited to provide feedback via satisfaction surveys and quarterly school surveys</p>	<p>Professional Development</p> <p>Utilizing attendance reports and communication tools to support daily attendance. Regularly send surveys requesting feedback on support systems and policies.</p> <p>Utilization of Family Academic Support Team - Compliance Liaison Early identification of students not completing assignments, exhibiting low engagement; difficulty with specific content. Provide a support plan for students falling behind and/or not meeting expectations.</p> <p>Communication to all levels of staff regarding potential graduates for each quarter and several check points in each quarter to ensure academic success for those potential graduates.</p> <p>Work with families who are contemplating withdrawal or drop out and work with them on a plan of action to maintain enrollment.</p> <p>Create and deliver a Graduation Plan for each student within 4 weeks of enrollment.</p> <p>Building culture – student assemblies, clubs & support groups, college and career workshops, and newsletters.</p> <p>Quarterly Pulse Survey sent to families and teachers at the end of each quarter.</p> <p>Academic Advisors will hold enduring connection calls each month and content teachers will hold parent</p>	<p>3, 5, 6</p>
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			<p>teacher conferences each quarter as necessary.</p> <p>Provide interpreter and translation services so families who speak a language other than English will be engaged in school.</p> <p>Use Parent Square as a communication tool to reach families for all school needs, including attendance notifications and reminders</p> <p>The Homeless Liaison is responsible for assuring that homeless children are fully integrated into the mainstream school setting and offered appropriate educational support as authorized under the McKinney-Vento Act for Homeless Education. The Homeless Liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.</p> <p>Lead Trauma Guidance Counselor is responsible for implementing a program to develop capacity to effectively support students whose lives have been affected by trauma.</p>	
All students are provided appropriately assigned and credentialed	All Students	100% of students will have access to (Teachers, Instructional Materials, Facilities)	<p>Professional Development</p> <p>Calendar of action items for the school year which include, administration</p>	1, 2, 7

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<p>teachers, access to standards aligned courses, and 21st century technology.</p>		<p>100% of students will have access and enrolled in required course of study</p> <p>Implementation of State Academic Standards</p> <p>100% of students have access to targeted support programs</p> <p>100% of programs and services will enable English Learners to access Common Core Standards and ELD standards to gain academic content knowledge and ELA proficiency.</p>	<p>observations, professional development, best practice meetings, pacing guides, and other key components of the school year.</p> <p>Professional development for teachers, administrators on how to scaffold the CCSS for access for English learners.</p> <p>Provide staff with Social Emotion training to support all students needs and to deliver live sessions for students to gain life long skills.</p> <p>Recruit, interview, and hire teachers who fit the needs of the school. Salary increases granted to better attract and retain highly qualified and credentialed instructional staff.</p> <p>Provide faculty time to observe one another classrooms for best practices</p> <p>Provide all teachers with training modules for the entire year at the beginning of the year.</p> <p>Provide teachers with courses that are aligned to common core courses and the scope and sequence for all course to ensure pacing guides are properly set up and maintained</p> <p>Provide all students orientation and technical checks to ensure proper access to systems prior to the start of school</p> <p>Continue to offer increased time in Specialized Academic Instruction sessions, as well as monthly collaboration calls</p>	
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			<p>with all stakeholders (student with IEP, Learning Coaches, service providers, general education teachers, and special education teachers).</p> <p>Ensure all low income students have access to the Internet. They will receive a reimbursement twice a year.</p> <p>Provide students living in a homeless situation a Kajeet Hotspot so they can access their online classes during the day.</p>
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Insight @ San Joaquin strives for continuous improvements in all state priorities.

- Suspension Rate – Insight @ San Joaquin suspended 0% of its students.
- Graduation Rate – Insight @ San Joaquin had an 9.9% increase on the current dashboard. Our high school population tends to enroll credit deficient and our current action plan includes additional offerings of credit recovery courses as well as an increased summer school program.
- College/Career – Insight @ San Joaquin continues work to increase both students who are prepared and students who are approaching preparedness.
- English Language Arts/Mathematics – Insight @ San Joaquin is committed to increasing student achievement. Our current action plan provides teachers instructional support to increase their efficacy with state standards. Additionally, students are provided both synchronous and asynchronous standards practice and support to help each student attain mastery of California State Standards.

Measurable Student Outcomes

The Insight @ San Joaquin Board of Directors, administration, and teaching staff will share a common vision for student success that is measurable and meaningful. We view it as our responsibility to educate the whole child and feel that the tools for success lie in a strong foundation in academic content. Therefore, we will have both academic goals and non-academic goals.

Academic Goals:

(1) Students will demonstrate mastery of a curriculum that meets or exceeds the California Common Core State Standards:

- In all grades, students will master a curriculum aligned to the California Common Core State Standards, attaining the knowledge and skills that California has identified as important in each subject area.
- Students will demonstrate their mastery through participation in the California Assessment of Student Performance and Progress (CAASPP) program.

- (2) Students will demonstrate strong proficiency in language arts:
- Students will develop and use an advanced vocabulary in verbal and written communications.
 - Students will grasp meaning, content, tone, and style from a variety of genres (i.e., fiction, poetry, essays, and news articles).
 - Students will gain exposure to as well as an appreciation for great works of literature.
 - Students will master the skills of the writing process: researching, brainstorming, drafting, revising, editing, and publishing.
 - Students will develop and use a variety of writing strategies appropriate for different audiences and purposes—persuasive, narrative, summary, response to literature and research writing—by the end of ninth grade.
- (3) Students will demonstrate strong proficiency in mathematics:
- Students will understand and apply basic and advanced properties of numbers (ranging from the concept of whole numbers to the theorems of roots and exponents).
 - Students will use basic and advanced procedures while performing computations (ranging from adding whole numbers to simplifying radical expressions).
 - Students will understand and apply basic and advanced properties of the concept of measurement (ranging from determining length and width to the acceleration of the Space Shuttle).
 - Students will understand and apply the basic and advanced properties of algebra, geometry, statistics, and probability.
 - Students will apply mathematical skills to solve real-world problems.
 - Students will demonstrate their proficiency in mathematics through participation in the CAASPP program.
- (4) Students will develop a strong foundation of knowledge, facts, and skills in History, Geography, Civics, Science, Art, Music, Economics, and other disciplines:
- Students will use this base of information to understand the important connections among these disciplines and their application in daily living.
 - Students will be able to identify and draw on these interdisciplinary connections when faced with complex issues and problems, demonstrating an ability to approach them from multiple perspectives.
- (5) Students will develop critical reasoning and higher-order thinking skills:
- Students will demonstrate the use of problem-solving and analytical techniques on open-ended questions by the fifth grade.
 - Students will demonstrate the ability to recognize alternative positions and evaluate their validity
 - Students will be able to analyze, synthesize, evaluate, and apply their knowledge.

Non-Academic Goals

Our primary non-academic goal is to develop those qualities of mind and character that will help our students develop into active, thoughtful, and responsible citizens. Our choice of materials and approach are designed to communicate and build commonly shared values such as honesty,

integrity, courage, discipline, compassion, respect for others, and appreciation of the work ethic. While children are learning the basics of computation, decoding, and analysis, they will also be wrestling with moral dilemmas, writing about courage and justice, and learning about times when history was shaped by moral surrender and heroic deeds.

(1) Students will be responsible for the improvement of their school and local community:

- Students will participate in school activities and events (whether electronically or physically).
- Students will exercise a voice in school affairs and will work to improve the educational and social life of their school.
- Students will be encouraged to volunteer in their communities on various school-related or civic projects.
- Students will learn about individuals who have contributed their talents and efforts to improve our country and our world.

(2) Students will develop important personal traits such as honesty, courage, loyalty, personal responsibility, perseverance, respect for others, and diligence:

- Students will take responsibility for their actions and will be asked and encouraged to learn from their mistakes.
- Students will demonstrate an ability to work in teams and will work toward personal, team, and school goals.
- Students will understand and be able to explain the value of our country's vibrant diversity and common civic heritage.
- Students will demonstrate respect for others in school, community, and extracurricular activities and an appreciation of differences among individuals and groups.

(3) Students will develop effective work habits and skills that will prepare them for the demands of school, society, business, government, and civic affairs:

- Students will learn to work effectively with technology and become proficient users of software, e-mail, and the Internet.
- Students will develop an understanding of the dynamics and importance of entrepreneurship.
- Students will learn to collaborate effectively with other students.
- Students will be expected to meet deadlines and make clear and compelling multimedia presentations.

(4) Students will rise to meet high expectations of behavior and performance:

- Students will be expected to give their best effort in their schoolwork and their active participation in school events.
- Students will respect their parents, teachers, and fellow students and abide by the school's guidelines and rules.
- Students will learn to interact maturely with peers and adults.
- Students will conduct themselves with integrity at all times.

(5) Students will learn habits of healthy living:

- Students will attend to their social, emotional, and physical well-being.

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- Students will learn to balance school responsibilities (on- and off-line) with the other demands of their lives (personal, family, social, athletic, artistic).
- Students will engage in social activities and school events to enrich their academic work with real-world experiences.

Methods of Assessment

State Testing System: Measures Student's Achievement of the California Academic Content Standards

The Insight @ San Joaquin, as required by law, will participate in the CAASPP program. The data generated from these assessments will be used by the Insight @ San Joaquin as a key factor in determining the progress students are making towards meeting the California Common Core State Standards. This data will also be used for school improvement and school accountability.

Insight @ San Joaquin Assessment System

In addition to the state testing system, the Insight @ San Joaquin will assess student performance in all subject areas (English-language arts, mathematics, science, history-social science, music, and art) using our own internal system. The system is designed to determine how students are meeting the specific goals of the Insight @ San Joaquin curriculum. Because we are committed to children learning, assessment is an important and integral part of the curriculum. Assessments help the parent, teacher, and student to see that the student is achieving important learning objectives, and flag areas in which the student might need extra work. These assessments also help the Insight @ San Joaquin to improve the learning program by providing information on the effectiveness of instructional activities.

The Insight @ San Joaquin assessment system consists of the following:

Supplemental Online Resources

Students of the Insight @ San Joaquin may use an online tool called Scantron Performance Series to assess each student's performance against the state standards for their grade level. The results of this online assessment will be shared with each student and their legal guardian during parent/student/teacher conferences. Teachers can use the results of these assessments to develop and customize the student's lesson assignments prior to state standardized testing. Additionally, students will take the Scantron Performance Series in the spring as a way to measure growth over the school year. In addition, students have access to a resource called Study Island via the Online School. Study Island is an online resource where students review skills and grade-level standards in a variety of formats, including a game mode. All work is designed to help the student master the state standards.

Lesson Assessments and Completion

Professor David Niemi, who helped lead UCLA's Center for Research on Evaluation, Standards, and Student Testing, as well as the Center for the Study of Evaluation, designs K12's assessment system. In Math, Science, Art, Music, and History, every lesson is followed by a brief assessment. In Language Arts, there are assessments after every grammar, usage, mechanics, composition and novel lesson. These assessments show whether the student has achieved the objectives for that lesson, or whether a review of some, or all, of the lesson is advisable. A student is expected to obtain a mastery level before they advance to the next lesson.

Unit and Semester Assessments

In English-language arts, mathematics, science, history, music, and art, the student takes an assessment at the end of a unit. These assessments show whether or not the student has retained key learning objectives for the unit. There are similar semester assessments, with equivalent purposes, in the middle and at the end of a year's worth of content for many subjects. Teaching adults and teachers can use the results of the semester and unit assessments to guide review or additional practice.

The assessment component of the Insight @ San Joaquin's on-line student learning system is unique in its ability to generate detailed and ongoing data on academic achievement. Data from both on- and off-line assessments are entered into the system, and is compiled to create a steady stream of data about student performance toward mastering specific learning objectives. This data stream is reviewed and analyzed by Insight @ San Joaquin teachers on a regular basis. The system is designed so that a student who is not mastering lessons on a particular topic is redirected to alternate or additional instruction in the same topic. A student will move on to more advanced work only after demonstrating mastery of the material in question. With this kind of accountability and built-in transparency, there will be no surprises about student work; the system can notify parents and teachers that a child is beginning to fall behind, allowing teachers to intervene in a proactive, timely way.

Student Portfolios

In addition to the quantitative evaluation described above, the Insight @ San Joaquin will also implement a system of qualitative evaluation with its Student Portfolio program. An Insight teacher will meet with each student and teaching adult in his/her class on a regular basis. One meeting will be conducted in a variety of ways such as but not limited to via phone, in person and within their online classroom. Each meeting will focus on the student's portfolio for that academic period. Students will bring a work sample from the designated subject areas to each meeting. Students will share their work and evaluate their own progress, and teachers can use their record of observations and the collection of student work to notice academic progress or highlight learning concerns. Students will reflect on his/her work for that time period and the reflection will be captured on the portfolio record. Portfolios will be used to contextualize formal assessments, provide a comparison for standardized test results (student performance on such tests can show day-to-day variation) and demonstrate progress toward identified outcomes and state standards. These portfolios will be kept in the student's permanent file.

Report Cards

Each semester, students will receive a report card from their teacher. Students will receive a mark reflecting their progress toward stated goals for each subject. Both quantitative and qualitative information will be considered in assigning grades and recommending promotion for individual students.

Use and Reporting of Data

Individual Student Achievement Improvement Goals

The results of each student's state standardized tests will be mailed to parents/guardians when they become available. Included with the test results will be a letter from the Head of Schools to provide

context for the student's test scores in relation to the school's cumulative scores. Upon receipt of the test scores, parents will sit down in a face-to-face meeting with their teacher to review their student's test scores and collectively discuss and develop target academic goals for the following school year.

School Wide Improvement Goal

Improving the school as a whole is very important to Insight. To achieve this objective, the school staff will utilize dedicated support staff provided through their vendor contract with K12, Inc. whose primary responsibility will be to collect and analyze the school data that has been collected. These teams will work closely with the Head of Schools, governing board members, parents, faculty and when needed, the K12 data team to identify strengths and weaknesses of the Insight academic program. The team will develop a yearly LCAP, Local Control and Accountability Plan to improve any areas of weakness identified.

GOVERNANCE STRUCTURE

Insight @ San Joaquin is a nonprofit California Public Benefit Corporation pursuant to California law. The school is governed pursuant to the By-laws adopted by the Incorporators and subsequently amended pursuant to the amendment process specified in the By-laws. Please see attached By-laws produced by legal counsel for the petitioner. The By-laws clearly indicate the roles and responsibilities of the Insight governing board and clearly spells out the autonomous nature of the board. The applicants for the Charter School chose the structure of a nonprofit public benefit corporation to ensure a seriousness of purpose and adequate protection for its members, and the District. A Head of Schools will act in the same capacity as a Superintendent in implementing the actions of the Board of Directors. In accordance with Education Code Section 47604(c), an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Education Code Section 47604.32 and subdivision (m) of Education Code Section 47605.

The School's Founding Group will appoint five (5) member Board of Directors ("Board of Directors"). The founding group was made up of individuals, parents and teachers, who are familiar with the vision of the Insight programs. Subject to the limitations of this charter and of the corporate By-laws, the governance of the school will be under the authority of the Board of Directors and its duly appointed representatives. In accordance with Education 47604(b), the District shall be entitled to a single representative on the Board of Directors. After the initial Board appointment, Board elections, terms, term limits, resignation, removal and vacancies will all be handled in accordance with the corporate By-laws.

The Founding Board was considered the initial Board of Directors. All currently sitting Board of Director members are individuals who have a common interest in public education. The Board is authorized through the By-laws of the 501(c)(3). Each board member is required to meet the reporting requirements under the "Fair Political Practices Commission". Each board member files Form 700 of the "Fair Political Practices Commission" disclosing any potential conflict of interest. Board members are not compensated for their participation on the governing board and are not employees of any service provider or other educational vendor providing services to the 501(c)(3).

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See attached Conflict of Interest policies and By-laws for additional detail. The Board consists of five Directors, with two slots held for parent-representatives.

The selection process for Board members includes a formal letter of interest, an interview, and a submission of curriculum vitae and references.

The following traits exemplify what the characteristics of an Insight @ San Joaquin Board member:

- Clear commitment to the mission and vision of the school and to the welfare of children;
- Experience working with a non-profit organization in some capacity;
- A reputation for and record of high integrity;
- A successful record of activity in education reform or community building;
- Willingness to serve in one of the following Board areas: policy development, planning, fiscal review, grant writing, staffing, community relations, or school development;
- Proven leadership abilities;
- Familiarity with educational technology.
- Leadership in the community across multiple sectors
- Integrity and credibility in the community.
- Desires to help the children of California improve their educational prospects and character development.
- Professional educational and/or practical experience, including legal and financial expertise.
- A diversity of backgrounds, interests, and expertise.

The Board of Directors will meet regularly to oversee the management, operation, activities, and affairs of the charter school. The Board of Directors will define, compose, and revise (as needed) the policies of Insight and ensure compliance with its charter agreement and applicable laws and regulations.

All Board meetings will be held in compliance with the Brown Act. The Board, at its discretion, may vote to expand its membership and/or create subcommittees. Specific responsibilities of the Board are defined in the By-Laws.

The decision making authority vested with the governing board is contained in the By-laws and the Services Agreement that are established to make a matter of public record the operational relationship of the Insight @ San Joaquin Governing Board and any entity that will do business on behalf of the Charter School.

List of Board Members

The following persons currently serve on the Insight @ San Joaquin School Governing Board:

Laurie Fracolli	District Representative
Fred Vallerga	Community Member
TBD	
TBD	

TBD	
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School Organization Structure

The Board of Directors, the Head of School and the Academic Administrator ensure all necessary components are in place for school operation. The Head of School hires instructional and support staff as enrollment increases.

Parent Involvement

The Insight @ San Joaquin will offer an extensive network of communication tools designed to connect parents and children to both the school community and to each other. The teachers and administration of the school will communicate daily with parents and children, knitting the community together with bulletins, teaching tips, school events, and more. Teachers will initiate regular conferences and conversations with parents about their child’s progress and also about parents’ needs and concerns about the operation of the school.

We expect parents to be proactive: to contact teachers, specialists, and other parents to solve problems, give feedback, or pass on ideas and Insights to the school community. We will leverage our Insight online community discussion board to facilitate this lively and interactive communication process. In addition, we have a position in our school titled Lead Teacher of Community Building whose sole responsibility it is to organize parent support groups, kids clubs and other community building activities. We expect parents to volunteer their time and effort on behalf of the school—and to participate in and help organize field trips, educational outings.

Parent Involvement in School Affairs

Parents will help us to evaluate the school’s program each year through meetings and surveys. Parents will also serve as mentors to new families and families that are struggling with technology complications or curriculum problems. Parents will be given an opportunity to make their voices heard (both on-line and off-line) about their likes and dislikes about the school. Some parents will be asked to give critiques and/or testimonials about the program. Direct parental involvement is fundamental to the school’s success.

Parental involvement at Insight @ San Joaquin is enhanced by the fact that the school will be educating not only students but also its parents as well. Parents will be trained on the K12 instructional system. Parents will be taught how to be effective instructional coaches, under the guidance of qualified and certificated teachers. Many parents will learn how to use computers for the first time and will become expert e-mail and Internet users. And parents will be exposed to a content-rich curriculum, including classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art.

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

HUMAN RESOURCES

Qualifications of School Employees

All requirements for employment set forth in applicable provisions of law are met, including, but not limited to credentials, as necessary. All documents are kept on file at the Insight @ San Joaquin central office in Simi Valley, CA.

Compensation and Benefits

Attracting high quality teachers will be a priority for the Insight @ San Joaquin. A standard pay scale will be established in which teacher's education level and years of experience will be considered when determining a teacher's salary. In addition, teachers will be eligible for a performance bonus. The performance bonus is dependent upon prior Board approval.

Staff at the Insight @ San Joaquin will participate in the STRS and PERS system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies. The Board has elected to participate in the State Teachers Retirement System (STRS) and/or Public Employees Retirement System (PERS) and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future. The district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district actual costs for the provision of such services.

Certificated staff members of the Insight @ San Joaquin will qualify to be covered by the State Teachers Retirement System. Employees shall be covered by Social Security as required by applicable law. Non-credentialed staff members shall qualify to be enrolled in the Public Employees Retirement System if they are regularly assigned to work more than 20 hours per week, work more than 1,000 hours in a calendar year, or if they have ever been members of the PERS system. Those non-credentialed employees not with Public Employees Retirement System will be placed in an alternative school sponsored retirement plan as applicable or Social Security as required by applicable law.

Employee Representation

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act.

Rights of School District Employees

Charter School staff who have left permanent status employment in the District to work at the Insight @ San Joaquin shall have no right to return to a comparable position in the District unless they have applied for and have been approved for a leave of absence from the school district pursuant to the school district's collective bargaining agreements and applicable school districts policies and procedures.

Health and Safety

The Insight @ San Joaquin takes staff and student health and safety very seriously. Because the school will be a virtual school, there will be no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local

health and safety requirements. The school has obtained all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

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

All pertinent and required health and safety documentation is collected at time of hire or enrollment as appropriate. Documentation is on file in the student's records or employee records held in security at the Simi Valley, CA office. Copies of employee records and student records can be made available at the request of the School District.

The school has board approved health and safety procedures that the school follows to ensure the health and safety of pupils shall which include compliance with the criminal background check requirements described in Sections 44237 and 45125.1 of the Education Code.

Dispute Resolution

The following Dispute Resolution steps apply only to disputes related to the provisions of this charter application. This charter application constitutes the entire scope of issues that may be considered under the designated Dispute Resolution Process.

In the event that the Charter School or District have disputes regarding the terms of this charter, both parties agree to follow the process as outlined below:

1. Frame the issue in written format and refer the issue to the Superintendent of the District and Head of School (In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement).
2. The Head of School and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute.
3. In the event that the informal meeting fails to resolve the dispute, both parties shall identify two Board of Trustee members from their respective boards who shall jointly meet with the Superintendent of the District and Head of School in attempt to resolve the dispute.
4. If this joint meeting fails to resolve the dispute, the Superintendent and Head of School shall meet to jointly identify a neutral third party arbitrator. The format and timing of the arbitration session shall be developed jointly by the Superintendent and Head of School, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the Board of Directors of the District and the Charter School jointly agree to bind themselves.

Uniform Complaint Procedure

The Charter School will be responsible for establishing and maintaining a Uniform Complaint Procedure which will be distributed to parents/guardians at the time of student enrollment. Except in the instance of complaints that allege student safety issues, or other matters which constitute possible grounds for charter revocation, the District will refer all complaints it receives back to the Charter School for investigation and processing. The Charter School will forward to the District a copy of each complaint which has been processed to include submission to the Charter School Board of Directors.

STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

Our admissions process seeks to ensure that all potential families understand our mission and the responsibilities, challenges, and rewards of joining our school. The Insight @ San Joaquin will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, sexual orientation or disability [§47605(d)]. We view every aspect of our admissions process as an opportunity to educate our potential applicants about the mission of our school. Joining Insight is a decision that entails not only the prospect of an exciting and innovative educational program, but also a significant commitment of time, effort, and attention. We want to be sure every family knows who we are, how we operate, and why we exist. By consistently linking our recruiting and admissions efforts to the mission of our school, we believe parents will be able to determine if we are the right fit for them and their child.

As we do not plan to have a cap on our enrollment, we will conduct information sessions and accept new enrollments throughout the school year. To enroll in the Insight @ San Joaquin, a student will complete an enrollment package and submit to Administrative offices. Upon receipt, the enrollment package will be reviewed to ensure that it is compliant (Student is age appropriate for the grades offered by the school; student has proof of residency, immunizations, etc.). All compliant enrollments will be accepted into the Insight @ San Joaquin.

The first date of instruction was September 1, 2015.

However, in the unlikely event that the Insight @ San Joaquin Board of Directors adopts a cap for enrollment, applications will be accepted during one or more open enrollment periods. Once it is determined at any grade level there are more applicants than available space, a lottery will be held by grade level. Existing students of the school shall automatically be enrolled and shall not be a part of the lottery. The lottery will be held in a public location with adequate oversight to ensure the integrity of the procedure and that all students have fair and equal access to the process. The lottery shall be held in stages in order of preference group as follows: 1) siblings of existing students; 2) District residents; and 3) All other Applicants. After all open positions are filled by lottery; the remaining applications will be drawn by lottery to determine the order in which they will be placed on a waiting list.

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Applications selected in the lottery will be reviewed and processed in the order in which they are drawn. After receiving responses from the first round of qualified students selected in the lottery, if there are additional openings, applications on the waiting list will be reviewed and candidates notified.

Non-Discrimination

In order to strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district, the Founding Board, Administration and teaching staff of the Insight @ San Joaquin will reach out broadly to populations within the County and adjacent counties. The effort will be comprehensive and will include the activities listed below:

Website

Due to the fact Insight is seeking to reach a variety of individuals in a large geographic area, we will leverage the following website <http://ca.insightschools.net>. The site will contain background information about the school, its admissions procedures and its teacher job descriptions. Enrollment forms will be hosted on the site for parents and students to access and will be available in both English and any other languages deemed appropriate for the population of San Joaquin and its surrounding counties.

Recruiting materials

The School will produce materials about the school's mission, curriculum, and the application process in both English and any other languages deemed appropriate for the population of San Joaquin and its surrounding counties. Insight teachers and administrative offices will distribute the materials at local parent information sessions and materials will be available upon request.

Direct Mail

The School will collect names and addresses of interested families and make use of direct mail outreach. Interested families will receive invitations to local information sessions where they can learn more about the Insight @ San Joaquin and how to enroll.

Radio Advertisements

The School will purchase airtime on local radio stations. Information regarding the Insight @ San Joaquin and details of upcoming Parent Information Sessions will be broadcast at this time.

Parent Information Sessions

The School will host parent information sessions throughout the year in San Joaquin and surrounding counties. Research will be conducted to ensure that the sites selected are within driving distance for all families who are interested in enrolling in the school. In home visits will be conducted for families who are unable to drive to the event or attend for any reason. Parent Information sessions will be led by teachers, administrators and parents. Sessions will provide information to interested families about both the school and its registration process. In addition, the K12 curriculum will be available for families to review.

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Local Outings

Each teacher will host one outing per month. The outings will be open to families that are interested in Insight. The outing will enable prospective students to meet current students and Insight teachers in an informal setting.

Public School Attendance Alternatives

Students who opt not to attend the charter school may attend school in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Suspension/Expulsion Procedures

The school will reserve the right to suspend or expel students pursuant to the policy and procedures adopted by the Governing Board. Disciplinary procedures for students with disabilities will be followed in accordance with both federal law and state law.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

Financial Reporting

The Insight @ San Joaquin will maintain a general ledger accounting system (Quick Books). The accounting system will be used to draft monthly and annual financial reports, prepare budgets, and conduct variance analyses, as well as track/monitor expenditures and state revenue remittances. The Insight @ San Joaquin will use the Quick Books accounting system to compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the charter authorizer by September 15 of each year. Finally, the Insight @ San Joaquin is willing to contract with either the New Jerusalem Elementary School or the San Joaquin County office of Education to provide the SACS accounting software currently used by the District should this be necessary.

Inventory Control

The Insight office currently has in place an inventory control system that accounts for all equipment of excess of \$1000. All procurement of equipment meeting the \$1000 threshold is properly recorded and tracking records are kept that include the following: (1) serial number, (2) original purchase amount, (3) location of equipment, and (4) funding source.

Insurance

The Insight @ San Joaquin has acquired general liability, workers compensation, and all other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

Administrative Services

The Insight @ San Joaquin will constitute itself as a nonprofit California public benefit corporation pursuant to California law. The school will be governed pursuant to the By-laws adopted by the Incorporators, and, subsequently amended pursuant to the amendment process specified in the By-laws. A Head of School (HOS) will take lead responsibility for administering the school under policies adopted by the school's governing board. The school anticipates that it will provide or procure most of its own administrative services. These include, but are not limited to, financial

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management, personnel, instructional programs development, etc. The school may purchase some services from the school district such as special education programs, payroll, nursing or health education services, etc. The specific terms and cost for these services will be the subject of an annual agreement (or memorandum of understanding). In addition, the district will provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing site visits, engaging in the dispute resolution process (if necessary), and considering charter amendment and renewal requests.

Facilities

The school is operated as a virtual learning opportunity. Therefore, there is no need nor will there be request facilities to be provided beyond those that are already in place to serve as the Insight central office and operation center. This facility is located in Simi Valley, CA. The charter applicant will not require space within New Jerusalem Elementary School or in surrounding county areas.

Transportation

As the Insight @ San Joaquin is a non-site based independent study program, there is usually no need to transport students, except as required by a students individualized educational program under the IDEA. Provision of transportation services and/or funding of special education students shall be the considered as part of a special education agreement between the District and the Charter School

Audits

Financial Audit

The Charter School Board of Directors will form an audit committee each fiscal year to over see the selection of an independent auditor and the completion of an annual audit of the Charter School's financial affairs. The audit will verify the accuracy of the School's financial statement, attendance enrollment accounting procedures, and review the Charter School's internal controls. The Audit will be conducted in accordance with Generally Accepted Accounting Principles applicable to the school and in accordance with the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget circulars. It is anticipated that the annual audit will be completed within 90 days of the end of each school fiscal year and that a copy of the auditor's findings will be forwarded to the Chief Financial Officer of the District. The Charter School's Audit Committee will review any audit exceptions or deficiencies and report to the Charter School's Board of Directors with recommendations on how to resolve them. The Board of Directors of the Charter School will report to the District regarding how the exceptions and deficiencies have been or will be resolved by November 1. The Final Audit report shall be submitted to the District, the State Controller, the County Superintendent of Schools, and the State Board of Education on December 15. All audit exceptions and deficiencies noted with the audit will be resolved to the satisfaction of the sponsoring district.

Performance Audit

Programmatic outcomes are composed of goals for student learning, student attendance, and other objectives described in this application. Annually, the school will report in detail its performance

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against these programmatic objectives, describe deficiencies in performance, and set forth corrective actions to remediate these deficiencies. This will be accomplished at the last board meeting of the school year. Additionally, the school will comply with any other requirements that the state might specify at a later point.

Evaluation of the Educational Program/General Operation: The Charter School shall furnish to the District an annual written report and evaluation of its educational program and general operation in accordance with the approved charter and the Education Code. The annual report, some of which may be presented in the form of the annual School Accountability Report Card, shall include an evaluation of the fulfillment of the charter's purposes and goals and shall include all of the following:

- a. Review of each major component of the Approved Charter for compliance.
- b. Analysis of whether goals included in the current Approved Charter are being met; review of all state and federal student assessment data and reports.
- c. Summary of major decisions made/policies established by the Charter School Board in prior year.
- d. Data on level of parent involvement in governance and operation of the Charter School.
- e. Summary data from annual student/parent satisfaction survey.
- f. Data regarding number of staff, their qualifications, verification of credentials and teaching assignments during the prior year.
- g. Copy of health/safety procedures and summary of any major changes in this program.
- h. Report on the suitability of the facility in terms of health and safety.
- i. Report on the suitability of the facility in terms of educational utility.
- j. Review copies of all appropriate documentation (e.g. budget reports, financial projections, leases, insurance, etc.).
- k. Overview of admission practices including:
 - Number of students actually enrolled in each grade.
 - Waiting lists for each grade.
- l. Report on expulsions and suspensions during prior year.
- m. Review of internal/external dispute resolutions during prior year.
- n. Report on parent complaints and any disposition of these complaints.
- o. Report on any claims or lawsuits and any disposition of such claims or lawsuits.

The annual Evaluation of the Educational Program/General Operation Report shall be due to the District within 30 days of the receipt of standardized testing data each year.

Closure Protocol

The Insight @ San Joaquin will follow the following process in the event that the school is closed.

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Document Closure Action

The Insight @ San Joaquin will document the decision to close with an official action of both the governing board of the charter authorizing entity and the Insight @ San Joaquin's governing board. The action will identify the reason for the school's closure, whether the charter was revoked, not renewed or closed voluntarily and the effective date of the closure.

School closure will only occur at the end of the academic year. The Insight @ San Joaquin and charter authorizer will work together to ensure that an appropriate, viable and legally compliant education program continues until the end of the school year.

Notify the California Department of Education and County Office of Education

The charter authorizing entity will send a notice of the school closure to the Charter Schools Division at the CDE and to the County Office of Education. The notification will include the following information:

- Charter school name, charter number and CDS code
- Date of closure action
- Effective date of the closure, if different
- Reason for the closure (Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code Sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that The Insight @ San Joaquin is being closed, but not revoked.)
- If a conversion charter school, whether the school will be reopened as a non-charter school
- After receiving the notification of closure, CDE will notify the Insight @ San Joaquin and the authorizing entity if it is aware of any liabilities that the Insight @ San Joaquin owes the state, such as overpayment of apportionments, unpaid revolving fund loans, grants, etc. The CDE may contact the county office of education or independently contract for an audit of the Insight @ San Joaquin if it has reason to believe that the school received state funding for which it was not eligible.

Notification to Parents and Students

Parents and students of the Insight @ San Joaquin will be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records. The notification will be sent US Mail to each student's home. Parents will also be provided with a certified packet of student information. This will facilitate transfer to another school.

Notification to Receiving Districts

The Insight @ San Joaquin or authorizing entity will notify any school district that may be responsible for providing education services to the former students of the Insight @ San Joaquin so that the receiving district(s) may assist in facilitating student transfers.

Student and School Records Retention and Transfer

The Insight @ San Joaquin and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student

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will transfer. The Insight @ San Joaquin and/or authorizing entity will assist parents in the transfer of the students to other appropriate schools and facilitate the transfer of all student records. The authorizing entity and the Insight @ San Joaquin will agree to a plan for the maintenance and transfer of student records that may allow the authorizing entity to accept charter school records in the event the Insight @ San Joaquin is unable to meet this responsibility. The plan will include provisions for the authorizing entity to maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

Financial Close-Out

The Insight @ San Joaquin and/or its authorizing entity will have an independent audit of the Insight @ San Joaquin completed within 6 months after the closure of the school. This may coincide with the regular required annual audit of the school. The purpose of the audit will be to determine the net assets or net liabilities of the Insight @ San Joaquin. The assessment will include but not be limited to: an accounting of all school assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to the Insight @ San Joaquin. The cost of the audit will be considered a liability of the Insight @ San Joaquin.

In addition to a final audit, the Insight @ San Joaquin will also submit any required year-end financial reports to the CDE and the authorizing entity in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, they can work with CDE on alternate forms. For apportionment purposes for categorical programs based on prior year data, the CDE will count the ADA or enrollment of the closed charter school with the data of the charter-authorizing entity in the first year after the closure, until normal CDE data collection processes reflect ADA or enrollment adjustments due to closed charter schools for all affected LEAs.

Dissolution of Assets

Upon completion of the closeout audit the authorizing entity and the Insight @ San Joaquin will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the school.

As the Insight @ San Joaquin is a nonprofit corporation, and the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its By-laws. The corporation's By-laws address how assets are to be distributed at the closure of the corporation.

To the extent feasible, any assets of the Insight @ San Joaquin will be liquidated to pay off any outstanding liabilities. To the extent possible, any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source.

School Support Contracts

The board has contracted with K12 Inc., an education company to provide both the K12® curriculum for grades TK-12 and school support services.

IMPACT ON THE CHARTER AUTHORIZER

This statement is intended to fulfill the terms of Education Code Section 47605 (g) and provides information regarding the proposed operation and potential effects of the Insight @ San Joaquin and New Jerusalem Elementary School District. This document is intended for informational purposes only and to assist the district in understanding how the proposed school may affect the district. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the school and district, and is not part of the Charter of the Insight @ San Joaquin or any related agreements or memoranda of understanding.

Administrative Services: The Insight @ San Joaquin will constitute itself as a nonprofit California public benefit corporation pursuant to California law. The school will be governed pursuant to the By-laws adopted by the Incorporators, and, subsequently amended pursuant to the amendment process specified in the By-laws. A Head of School (HOS) will enjoy lead responsibility for administering the school under policies adopted by the school's governing board. The school anticipates that it will provide or procure most of its own administrative services. These include, but are not limited to, financial management, personnel, instructional programs development, etc. The district will provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing site visits, engaging in the dispute resolution process (if necessary), and considering charter amendment and renewal requests.

Civil Liability: Education Code Section 47604(c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school. As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the charter school on the district will be minimal. The By-Laws of the charter school provide for indemnification of the school's governing board, officers, agents, and employees, and the school shall purchase a standard range of insurance services to protect the school's assets, staff, and governing board members.

AFFIRMATIONS/ASSURANCES

The Insight @ San Joaquin (“Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Insight @ San Joaquin for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

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- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [[Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]



5/20/20

Authorized Representative's Signature

Date