



**Northern United Charter Schools
Board of Directors
Regular Board Meeting**

June 28, 2018
Open Session 4:00 p.m.

Teleconference locations:

Cutten Resource Center Classroom
2120 Campton Road, Suite H, Eureka, CA

Yreka Learning Center
505 S. Broadway, Yreka, CA

Records Office
210 Lindley Road, Petrolia, CA

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the Northern United Charter Schools' office.

In compliance with Government Code section 54954.2(a) Northern United Charter Schools will, on request, make agendas available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact the Northern United Charter Schools' office.

A digital copy of our board packet is available at www.nucharters.org.
If you are interested in a hard copy of the packet, please contact Lynda Speck or Shari Lovett at (707) 445-2660.

**Northern United - Siskiyou Charter School and Northern United - Humboldt Charter School are proud to be
Equal Opportunity Employers.**

1. **CALL TO ORDER/AGENDA**
 - 1.1 Pledge of Allegiance
 - 1.2 Agenda: Items to be removed from the agenda or changes to the agenda will be made at this time. Action

2. **BUSINESS AND FINANCE**
 - 2.1 2018-19 Local Control and Accountability Plan NU - Humboldt Charter School Action
 - 2.2 2018-19 Local Control and Accountability Plan NU - Siskiyou Charter School Action
 - 2.3 2018-19 Final Budget Adoption NU - Humboldt Charter School Action
 - 2.4 2018-19 Final Budget Adoption NU - Siskiyou Charter School Action
 - 2.5 Resolution to Divide Assets Action

3. **CONSENT AGENDA** Information
 - 3.1 Approval of Warrants & Payroll
 - 3.2 Approval of Minutes
 - 3.3 Resignations, Hires and Leaves

4. **PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA** Information
 - 4.1 Comments by the Public

Under this item, the public is invited to address the Board regarding items that are not on tonight's agenda. Speakers are limited to three minutes each. The Board is not allowed under the law to take action on matters that are not on the agenda. Should comments from the public pertain to a charge or complaint against an employee of Northern United - Humboldt Charter School or Northern United - Siskiyou Charter School, the Board encourages the speaker to utilize the district's written complaint procedures to pursue the matter. The public will have an opportunity to comment on all agenda items as those items are heard this evening.

5. **COMMUNITY RELATIONS/CORRESPONDENCE** No items

6. **RECOGNITIONS/ANNOUNCEMENTS/REPORTS** Information
 - 6.1 Board Members
 - 6.2 Northern United - Siskiyou Charter School
 - 6.3 Northern United - Humboldt Charter School
 - 6.4 Director

7. **ADMINISTRATION**
 - 7.1 Resolution and agreement for NU-SCS to participate in Section 403(b) Retirement Plan through SCOE Action

8. **CURRICULUM AND INSTRUCTION** No Items

9. **FACILITIES** No Items

10. **FUTURE AGENDA PLANNING**
 - 10.1 Items to consider for future agendas Information

11. **FUTURE BOARD MEETINGS**
 - 11.1 Future Board meetings Information

Northern United Charter Schools
Board Meeting Agenda Background Information
June 28, 2018

Agenda Item 1.
CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

1.2 Agenda: Items to be removed from the agenda or changes to the agenda will be made at this time.

Action Requested:

1.1 None

1.2 Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

1.2 A trustee, administrator or a member of the public may request that an item be removed from the agenda or the order of the agenda be changed at the pleasure of the Board.

Agenda items may be added to the agenda if an "emergency situation" exists or "immediate action" is needed.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 2.
BUSINESS AND FINANCE

Subject:

2.1 2018-19 Local Control and Accountability Plan for NU-HCS

Action Requested:

Approve

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board is legally required to adopt an LCAP. Using data and local stakeholder input, the LCAP attempts to capture and reduce to writing what our school does well and areas for growth. It represents the goals of all stakeholders and includes the resources the schools allocate to reach these goals. At each Board meeting, the Board and the public will be notified of the Schools' progress on the LCAPs' goals and are encouraged to provide their input. The administrative staff in cooperation with our business office, and the Humboldt County Office of Education (HCOE) have developed the 2018-19 LCAP. This document was developed in coordination with the development of the 2018-19 District budget. The draft has been reviewed by HCOE and Northern United - Humboldt Charter School business office.

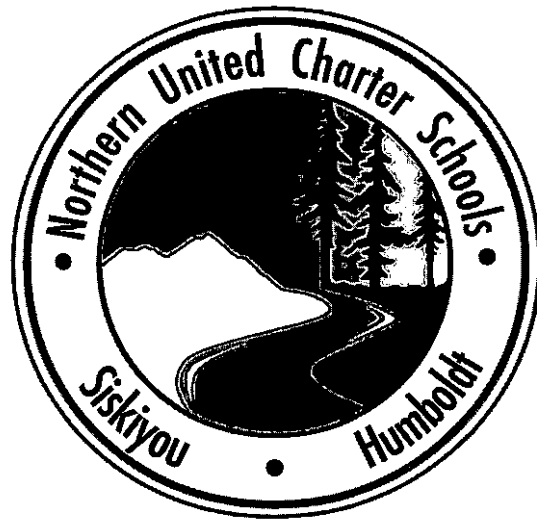
The LCAP has three goals:

1. Northern United - Humboldt Charter School will improve student performance outcomes in the core academic areas.
2. Northern United - Humboldt Charter School will ensure that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning.
3. Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Fiscal Implications:

The LCAP and budget mirror each other.

Contact Person/s: Shari Lovett, Julie Smith and Tammy Picconi



Northern United – Humboldt Charter School

LCAP is not available at this time.

The LCAP will be provided at the board meeting.

Agenda Item 2.
BUSINESS AND FINANCE

Subject:

2.2 2018-19 Local Control and Accountability Plan for NU-SCS

Action Requested:

Approve

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board is legally required to adopt an LCAP. Using data and local stakeholder input, the LCAP attempts to capture and reduce to writing what our school does well and areas for growth. It represents the goals of all stakeholders and includes the resources the schools allocate to reach these goals. At each Board meeting, the Board and the public will be notified of the Schools' progress on the LCAPs' goals and are encouraged to provide their input. The administrative staff in cooperation with our business office, and the Siskiyou County Office of Education (SCOE) have developed the 2018-19 LCAP. This document was developed in coordination with the development of the 2018-19 District budget. The draft has been reviewed by SCOE and Northern United - Siskiyou Charter School business office.

The LCAP has three goals:

1. Northern United - Siskiyou Charter School will improve student performance outcomes in the core academic areas.
2. Northern United - Siskiyou Charter School will ensure that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning.
3. Northern United - Siskiyou Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

Fiscal Implications:

The LCAP and budget mirror each other.

Contact Person/s: Shari Lovett, Amy Cambou, Kirk Miller and Tammy Picconi

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Northern United – Siskiyou Charter School	Shari Lovett, Superintendent	slovett@nucharters.org (707)445-2660

2018-2020 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

In order to fully understand our story, we have to discuss our past and why and how Northern United-Siskiyou Charter School was created. When looking at our past, Mattole Valley Charter School (MVCS) was a dependent charter school sponsored by Mattole Unified School District. Opening their doors on September 17, 1998, MVCS filled an important niche of serving students seeking a non-traditional educational setting. Students and families looking for alternatives to the traditional educational setting chose MVCS for the following reasons: flexibility in school schedule, small learning environment, social atmosphere, special education services, credit deficiencies, personalize learning opportunities, small teacher to student ratio, individualized pacing and geographical isolation of families and students who needed educational options. Maintaining an enrollment of 750 students, MVCS served students in four contiguous counties in northern California. As stated, many of the students who attended MVCS lived in rural and lower income areas in which socioeconomic issues combined with geographical difficulties made homeschooling a way of life for many families. Without the alternative that was offered by MVCS, many students would have been educated outside the realm of public school and without support and accountability for student achievement. Because of MVCS's goal of meeting families' needs in a personalized nature, the educational programs adopted by MVCS reflected a spectrum of possibilities, including an independent study model in which parents provided most of the instruction with the credentialed teacher acting as advisor and meeting with the family regularly. Hybrid independent study models developed in which students met with credentialed instructors and attended small group classes. An independent model where students attended the majority of their instructional time at a learning center and were instructed primarily by highly qualified, credentialed teachers was also an educational choice. With the wide range of options, the staff at MVCS believed that its well-developed educational program provided an important niche that needed to be met in our community. However, in compliance with the Court of Appeal's decision in Anderson Union High School District v. Shasta Secondary Home School (2016) 4 Cal.App.5th 262, Mattole Valley Charter School had to close its doors. This where our story begins. Northern United-

Siskiyou Charter School was developed to fill the niche that Mattole Valley Charter School had once filled. Northern United – Siskiyou Charter School petitioned the Siskiyou County Office of Education to become a countywide direct funded charter in Siskiyou County. Northern United – Siskiyou Charter School's petition was approved on February 21, 2018. Northern United - Siskiyou Charter School will be a TK-12 non-classroom based charter serving students through a standards-based comprehensive education. Students representing local demographics and academic levels will be enrolled. NU-SCS will do due diligence in recruiting students through a variety of media and it is desired that the enrollment will mirror the demographics of Siskiyou County which are as follows: 76.6% white alone non-Hispanic or Latino, 12.3% Hispanic, 5.2% two or more races, 4.8% American Indian or Alaskan Native, 1.5% Black or African American, and 1.4% Asian. Siskiyou County as a whole has a student population in which 58.7% are socioeconomically disadvantaged, 3.6% are English learners, and 2% are foster youth. NU-SCS expects to enroll a similar proportion of those unduplicated students. Eleven percent of the people in Siskiyou County speak a non-English language and 96.8% are U.S. citizens. The average special education rate for schools in Siskiyou County is 11%. NU-SCS expects that the following further describes the students who will enroll:

- Students with scheduling conflicts,
- Students who have been attending a personalized learning program,
- Students desiring a personalized learning approach to state standards including developing projects to meet their educational goals,
- Home-schooled students who want the support and accountability of a standards-based public school,
- Students who are looking for a hybrid program to include home-based learning, onsite classes, curriculum delivered by online platforms, and/or college classes,
- Students who are struggling academically in the traditional classroom, or other alternative setting or who desire an alternative education placement,
- Students of all ability levels,
- Students who want to combine career and technical training with their core academic subjects.

Northern United – Siskiyou Charter School students will be educated through personalized learning programs. Within that context, students may participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology and community based education. Parents who enroll their children in the Charter School are co-facilitators of their child's education. The parents can become the primary facilitators in their children's learning program if they choose. The Charter School will work with its students and parent facilitators by providing them with educational resources, an assigned independent study teacher, and access to a team of educational staff. Parents/guardians and their children may collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning. The program parents select determines the degree to which the teacher is involved. This involvement may vary from an advisory and assessment capacity to one of complete administration of the student learning process. Professional learning and parent education will be available and encouraged.

LCAP Highlights

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

Key features of Northern United – Siskiyou Charter School's 2018-19 LCAP include: interim testing, use of the digital library, using Renaissance STAR testing in reading and math, and employing tier two tutors for reading and math to improve student outcomes in core academic areas. Ensuring access to technology and providing opportunities to learn in environments supporting 21st century learning will be achieved by using technology for placement and formative assessment, increased use of Google Suites Applications for collaboration, and increasing the number of devices available to students. Northern United – Siskiyou Charter School will work on making Chromebooks and mobile hot spots available for home based learners. Our efforts to improve school climate and parent/ community involvement include strengthening PBIS (Positive Behavior Intervention and Supports) in our learning centers and in collaboration with parents for our home learners. NU-SCS will hold LCAP stakeholder meetings, conduct school satisfaction and stakeholder input surveys. Additionally, parent outreach and education will be enhanced through regular parent engagement nights.

Review of Performance

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

Greatest Progress

N/A

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Looking at the most recent data available California School Dashboard (Fall 2017) For MVCS, we recognize that Northern United – Siskiyou Charter School's greatest needs will include improving ELA and Math CAASPP Summative scores, grades 3-8. College and Career Readiness data was not available in the fall 2017 release, however, we anticipate the fall 2018 data will illustrate a need for improvement in this area.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

N/A

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

As stated previously NU-SCS plans to increase services such as using tier two intervention in ELA and math, using online placement exams and formative assessments, and participating in professional development targeted at identifying and improving performance gaps in significant subgroups.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$1,028,354

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$882,166

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Audit fees - \$7,500
 Legal fees - \$2,500
 Advertisement - \$250
 Fingerprinting fees - \$800
 Postage - \$1,000
 Certificated supervisors - \$22,400
 Liability insurance - \$34,000
 Telephone communications - \$3,074
 Telephone lines/technology - \$1,500
 Heating Fuel - \$2,515
 Electricity - \$11,835
 Bottled Water - \$400
 Waste disposal - \$1000
 Hazardous Waste - \$60
 Coordinators - \$20,565
 Account technicians - \$80,452
 Clerical technicians - \$21,979
 1192/2700 combined benefits (3000's) - \$64,149

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$1,392,379

Annual Update

LCAP Year Reviewed: XXXX-XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities: Local Priorities:
--

Annual Measureable Outcomes

Expected

<u>Metric</u>
<u>Outcome</u>

Actual

<u>Metric</u>

Expected

Actual

--	--

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

--	--	--	--

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

--	--	--	--

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

--	--	--	--

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2

--

State and/or Local Priorities addressed by this goal:

State Priorities: Local Priorities:
--

Annual Measureable Outcomes

Expected

<u>Metric</u>	Expected	Actual
<u>Outcome</u>		

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measureable Outcomes

Expected

Metric

Actual

Metric

Outcome

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

--

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

--

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

--

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

--

Goal 4

--

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

--

Annual Measureable Outcomes

Expected

Actual

Metric

Metric

--

--

Outcome

Outcome

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

--

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

--

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Learning Center Meetings/Independent Study Meetings/Admin & Support Staff

- Diamond View- Yreka, CA 2/13/2018
- Mount Shasta Learning Center Mount Shasta, CA 2/13/2018
- Special Education – 2/2/18
- Independent Study – Parents filled out surveys and had individualized meetings with IS Teachers
- Charter Council – 11/3/17; 12/1/17; 3/2/18; 5/10/18
- Board Meeting – 3/22/18; 4/26/18; 5/17/18
- 6/27/18; public hearing
- 6/28/17 adopted
- Northern United Siskiyou Charter School does not have a bargaining unit

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder feedback resulted in the creation of our three goals. Stakeholders reported the desire for targeted instruction by tutors. Stakeholders requested PBIS and AVID programs to help reach stated goals. Counseling of students who are unable to access curriculum due to problems outside of school has been identified as a need and a priority. With stakeholders overwhelmingly reporting these needs, Northern United - Siskiyou Charter School will work to employ intervention tutors.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New	
-----	--

Goal 1

Northern United-Siskiyou Charter School will improve student performance outcomes in the core academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8
Local Priorities:

Identified Need:

Stakeholder feedback helped to set our goals. Specifically, stakeholders have expressed the desire to have tutors available. This expressed need along with support from content specialists will help to close the achievement gaps in educational understanding. Equally important, stakeholders have expressed that there is a need to see support from counseling if students are unable to access their curriculum due to factors that are socioeconomic, psychological or other factors outside of the educational realm.
Once Northern United - Siskiyou Charter School has data available on the California School Dashboard additional needs will be identified

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP – ELA – All students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 38%	Exceeded/ Met increase by 6% (42%)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Nearly Met/ Not met 62%	Nearly Met/Not Met decrease by 6% (56%)
CAASPP – Math – All students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 23% Nearly Met/ Not met 77%	Exceeded/ Met increase by 6% (29%) Nearly Met/Not Met decrease by (6%) 71%
CAASPP – ELA – Native American students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 100% Nearly Met/ Not met 0%	Maintain 100%
CAASPP – Math – Native American students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 100% Nearly Met/ Not met 0%	Maintain 100%
CAASPP – ELA – Hispanic students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 33% Nearly Met/ Not met 67%	Exceeded/ Met increase by 33% (67%) Nearly Met/Not Met decrease by 67% (33%)
CAASPP – Math – Hispanic students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 25% Nearly Met/ Not met 75%	Exceeded/ Met increase by 25% (50%) Nearly Met/Not Met decrease by 25% (50%)
CAASPP – ELA Students with disabilities	Baseline will be established in the 18/19 school year.		Exceeded/ Met 0% Nearly Met/ Not Met 100%	Exceeded/ Met increase by 20% (20%) Nearly Met/Not Met decrease by 20% (80%)
CAASPP – Math – Students with disabilities	Baseline will be established in the 18/19 school year.		Exceeded/ Met 0% Nearly Met/ Not Met 100%	Exceeded/ Met increase by 20% (20%) Nearly Met/Not Met decrease by 20% (80%)
UC/CSU (a-g) course completion	Baseline to be established in 18/19 school year		0	Increase by 2 students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL making progress per ELPAC	Baseline to be established in 18/19 school year		0 (no students classified as EL with MVCS in Siskiyou)	
EL redesignated as FEP per ELPAC	Baseline to be established in 18/19 school year		0	
AP score of 3 or greater	Baseline to be established in 18/19 school year		0	Increase by 1 student
EAP conditionally college ready and college ready in ELA	Baseline to be established in 18/19 school year		Conditionally -17% Ready-21%	Increase by 2% Conditionally- 19% Ready-23%
EAP conditionally college ready and college ready in Math	Baseline to be established in 18/19 school year		Conditionally- 4% Ready-0%	Increase by 2% Conditionally- 8% Ready-4%
PSAT participation rate	Baseline to be established in 18/19 school year		9 students 56%	Increase by 7%
SAT participation rate	Baseline to be established in 18/19 school year		0	Increase by 8%
Number of students receiving the Seal of Biliteracy	Baseline to be established in 18/19 school year		0	Increase by 100% (given enrollment of EL student/students)
Number of students concurrently enrolled	Baseline to be established in 18/19 school year		9	Increase by 5 students

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Employ highly qualified teachers, including special education teachers, to target direct instruction in all areas including math.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or unchanged for 2017-18

Select from New, Modified, or unchanged for 2018-19

1 – 1 Employ 7.65 FTE general teachers
1a. 3.40 general education teachers:
C.Alexander-.95; J.Coover-.60; D.Fryling-1.0; G.Gerlitz-.585; K.Miller-.20; L.Nemec-1.0; Unknown-1.0; L.West-.6
1b. .415 FTE general education teachers:
G.Gerlitz-.415
1c. other certificated staff:
J.Fraser-.5; K.Miller-.4
1d. 1.3 special education teachers:
C.Barbato-1.0; V.Walsh-.3

Select from New, Modified, or Unchanged for 2019-20

1 – 1 Employ 7.65 FTE general teachers
1a. 3.40 general education teachers:
C.Alexander-.95; J.Coover-.60; D.Fryling-1.0; G.Gerlitz-.585; K.Miller-.20; L.Nemec-1.0; Unknown-1.0; L.West-.6
1b. .415 FTE general education teachers:
G.Gerlitz-.415
1c. other certificated staff:
J.Fraser-.5; K.Miller-.4
1d. 1.3 special education teachers:
C.Barbato-1.0; V.Walsh-.3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1a. \$382,683 1b. \$27,033 1c. \$68,498 1d. \$97,235	1a. \$389,763 1b. \$27,533 1c. \$69,765 1d. \$99,033
Source		1a; c. LCFF- base 1b. EPA 1d. Special Education	1a; c. LCFF- base 1b. EPA 1d. Special Education
Budget Reference		1a. Salaries and benefits – 1100/3000 1b. Salaries and benefits – 1100/3000 1c. Salaries and benefits – 1192/2700 1d. Salaries and benefits – 1104/3000	1a. Salaries and benefits – 1100/3000 1b. Salaries and benefits – 1100/3000 1c. Salaries and benefits – 1192/2700 1d. Salaries and benefits – 1104/3000

Action 2

Employ highly qualified content area specialists to provided resources to staff and students, primarily directed to unduplicated youth in order for them to make progress in content area standards.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA – wide	All Schools

Actions/Services

Select from <u>New</u> , Modified, or Unchanged for 2017-18	Select from <u>New</u> , Modified, or Unchanged for 2018-19	Select from <u>New</u> , Modified, or <u>Unchanged</u> for 2019-20
	1 - 2 Employ 2.25 FTE teachers: A.Cambou-.3; C.Carpenter-1.0; D.Krieger-.95	1 - 2 Employ 2.25 FTE teachers: A.Cambou-.3; C.Carpenter-1.0; D.Krieger-.95

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$145,147	\$147,832
Source		LCFF – supplementary/concentration	LCFF – supplementary/concentration
Budget Reference		Salaries and benefits – 1100/3000	Salaries and benefits – 1100/3000

Action 3

Purchase common core state standard aligned curriculum and materials and supplies as it becomes available.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

1 – 3a. Purchase science and social science curriculum and continue to augment English/Language Arts and math curriculum
3b. Purchase materials and supplies for instructional purposes

1 – 3a. Purchase science and social science curriculum and continue to augment English/Language Arts and math curriculum
3b. Purchase materials and supplies for instructional purposes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$13,000	\$13,000
Source		LCFF – base	LCFF – base
Budget Reference		3a. Curriculum – 4110 = \$8,000 3b. Materials & supplies – 4310 = \$5,000	3a. Curriculum – 4110 = \$8,000 3b. Materials & supplies – 4310 = \$5,000

Action 4

Provide professional learning opportunities for staff.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

1 - 4 Professional development for staff in core academic areas, including CCSS

Select from New, Modified, or Unchanged for 2019-20

1 - 4 Professional development for staff in core academic areas, including CCSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,800	\$2,800
Source		LCFF - base	LCFF - base
Budget Reference		Professional development – 5207 = \$725 Mileage – 5201 = \$1,000 Lodging – 5209 = \$1,000 Vehicle rentals – 5618 = \$75	Professional development – 5207 = \$725 Mileage – 5201 = \$1,000 Lodging – 5209 = \$1,000 Vehicle rentals – 5618 = \$75

Action 5

Administer CAASPP, SAT, PSAT, Renaissance assessments and AP exams.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from <u>New</u> , Modified, or Unchanged for 2018-19	Select from New, Modified, or <u>Unchanged</u> for 2019-20
	1 - 5 Administer CAASPP to all students in grades 3 through 8 and 11 th ; administer SAT, PSAT, and AP exams; contract with Renaissance for assessments.	1 - 5 Administer CAASPP to all students in grades 3 through 8 and 11 th ; administer SAT, PSAT, and AP exams; contract with Renaissance for assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in Goal 1 action 1 & 11	Included in Goal 1 action 1 & 11
Source		Included in Goal 1 action 1 & 11	Included in Goal 1 action 1 & 11
Budget Reference		Included in Goal 1 action 1 & 11	Included in Goal 1 action 1 & 11

Action 6

Employ EL coordinator to administer ELPAC test and support EL students.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

1 - 6 EL director for supporting EL students	1 - 6 EL director for supporting EL students	1 - 6 EL director for supporting EL students
6a. Employ .2 EL director: A.Cambou	6a. Employ .2 EL director: A.Cambou	6a. Employ .2 EL director: A.Cambou
6b. Travel to administer ELPAC test and work with EL students	6b. Travel to administer ELPAC test and work with EL students	6b. Travel to administer ELPAC test and work with EL students
6c. Lodging to administer ELPAC test and work with EL students	6c. Lodging to administer ELPAC test and work with EL students	6c. Lodging to administer ELPAC test and work with EL students
6d. Attend ELPAC test training	6d. Attend ELPAC test training	6d. Attend ELPAC test training
6e. Administer ELPAC test	6e. Administer ELPAC test	6e. Administer ELPAC test

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$18,151	\$18,487
Source		LCFF – supplemental/concentration	LCFF – supplemental/concentration
Budget Reference		6a. Salary and benefits - 1500/3110 = \$16,601 6b. Mileage – 5201 = 1,000 6c. Lodging – 5209 = 1,000 6d. Registration fees – 5207 = \$2,000 6e. Test – 4314 = \$250	6a. Salary and benefits - 1500/3110 = \$16,908 6b. Mileage – 5201 = 1,000 6c. Lodging – 5209 = 1,000 6d. Registration fees – 5207 = \$2,000 6e. Test – 4314 = \$250

Action 7

Offer academic, college/career and social/emotional counseling primarily directed to unduplicated youth.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from **New**, **Modified**, or **Unchanged** for 2017-18

Select from **New**, **Modified**, or **Unchanged** for 2018-19

Select from **New**, **Modified**, or **Unchanged** for 2019-20

	<p>1 – 7a. Employ .20 FTE PPS credentialed counselor: M.Johnston 7b. Employ .20 FTE counseling technician: Unknown 7c. Employ .10 FTE school psychologist: M.Block</p>	<p>1 – 7a. Employ .20 FTE PPS credentialed counselor: M.Johnston 7b. Employ .20 FTE counseling technician: Unknown 7c. Employ .10 FTE school psychologist: M.Block</p>
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		<p>7a. \$24,722 7b. \$9,707 7c. \$9,248</p>	<p>7a. \$25,179 7b. \$9,887 7c. \$9,419</p>
Source		<p>LCFF – supplemental/concentration</p>	<p>LCFF – supplemental/concentration</p>
Budget Reference		<p>7a. Salary and benefits - 1200/3000 7b. Salary and benefits - 2218/3000 7c. Salary and benefits – 1200/3000</p>	<p>7a. Salary and benefits - 1200/3000 7b. Salary and benefits - 2218/3000 7c. Salary and benefits – 1200/3000</p>

Action 8

Implement academic RTI Tier 2 targeted instruction program, including in the area of mathematics.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All, Students w/Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	<p>1 – 8 Intervention program 8a. Employ 4 RTI/Tier 2 tutors: C.Allen-.09; M.Andras-.19; A.Marchyok-.80; M.Yates-.18 8b. Employ .2 RTI/Tier 2 director: K.Miller-.2</p>	<p>1 – 8 Intervention program 8a. Employ 4 RTI/Tier 2 tutors: C.Allen-.09; M.Andras-.19; A.Marchyok-.80; M.Yates-.18 8b. Employ .2 RTI/Tier 2 director: K.Miller-.2</p>
--	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		8a. \$76,444 8b. Included in Goal 1 action 1	8a. \$77,858 8b. Included in Goal 1 action 1
Source		LCFF – base	LCFF – base
Budget Reference		8a. Salaries and benefits – 2900/3000 8b. Included in Goal 1 action 1	8a. Salaries and benefits – 2900/3000 8b. Included in Goal 1 action 1

Action 9

Provide curriculum, home and school supplies for unduplicated students.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Foster Youth and Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

Select from **New**, **Modified**, or **Unchanged** for 2017-18

Select from **New**, **Modified**, or **Unchanged** for 2018-19

Select from **New**, **Modified**, or **Unchanged** for 2019-20

	<p>1 - 9 Support unduplicated students 9a. Provide backpacks, school supplies, and home supplies 9b. Provide bus tickets 9c. Curriculum 9d. Provide Food</p>	<p>1 - 9 Support unduplicated students 9a. Provide backpacks, school supplies, and home supplies 9b. Provide bus tickets 9c. Curriculum 9d. Provide Food</p>
--	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$28,622	\$28,622
Source		LCFF – supplemental/concentration	LCFF – supplemental/concentration
Budget Reference		9a. Materials and Supplies - 4310 = \$20,000 9b. Bus tickets – 5261 = \$2,500 9c. Curriculum – 4110 = \$5,122 9d. Food – 4710 = \$750	9a. Materials and Supplies - 4310 = \$20,000 9b. Bus tickets – 5261 = \$2,500 9c. Curriculum – 4110 = \$5,122 9d. Food – 4710 = \$750

Action 10

Provide internet and laptops to unduplicated students.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

1 - 10 Technology access for unduplicated students
10a. Provide internet services for unduplicated students
10b. Provide laptops for home use for unduplicated students

Select from New, Modified, or Unchanged for 2019-20

1 - 10 Technology access for unduplicated students
10a. Provide internet services for unduplicated students
10b. Provide laptops for home use for unduplicated students

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Amount \$6,000 \$6,000

Year	2017-18	2018-19	2019-20
Source		LCFF – supplemental/concentration	LCFF – supplemental/concentration
Budget Reference		10a. Internet – 5922 = \$700 10b. Technology – 4445 = \$5,300	10a. Internet – 5922 = \$700 10b. Technology – 4445 = \$5,300

Action 11

Purchase media resources and student information system for student and staff use.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from <u>New</u> , Modified, or Unchanged for 2018-19	Select from New, Modified, or <u>Unchanged</u> for 2019-20
	1 - 11 Purchase media resources 11a. Library contract 11b. Renaissance 11c. School Pathways (SIS, PLS)	1 - 11 Purchase media resources 11a. Library contract 11b. Renaissance 11c. School Pathways (SIS, PLS)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$10,900	\$10,900
Source		LCFF – base	LCFF – base
Budget Reference		11a. Library contract – 5812 = \$950 11b. Contracted services – 5800 = \$3,500 11c. Contracted services – 5800 = \$5,950	11a. Library contract – 5812 = \$950 11b. Contracted services – 5800 = \$3,500 11c. Contracted services – 5800 = \$5,950

Action 12

Implement AVID/PBIS schoolwide for college and career readiness opportunities for all students, primarily directed to unduplicated youth.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Budgeted Expenditures

Year 2017-18

2019-20

Amount

\$600

\$600

Year	2017-18	2018-19	2019-20
Source		Supplemental/Concentration	Supplemental/Concentration
Budget Reference		12a. Included in Goal 1 Action 2 12b. Mileage – 5201 = \$500 12c. Lodging – 5209 = \$500 12d. Registration fees – 1,000	12a. Included in Goal 1 Action 2 12b. Mileage – 5201 = \$500 12c. Lodging – 5209 = \$500 12d. Registration fees – 1,000

Action 13

Employ tutors and contract vendors for one-on-one and small group instruction

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from **New**, **Modified**, or **Unchanged** for 2017-18

Select from **New**, **Modified**, or **Unchanged** for 2018-19

Select from **New**, **Modified**, or **Unchanged** for 2019-20

1-13a. Employ .14 FTE certificated tutors:
V.Molitor-.14
1-13b. Employ 1.26 FTE classified tutors
1-13c. Contract vendors

1-13a. Employ .14 FTE certificated tutors:
V.Molitor-.14
1-13b. Employ 1.26 FTE classified tutors
1-13c. Contract vendors

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$12,795	\$12,939
Source		LCFF – base	LCFF – base
Budget Reference		13a. \$7,795 Salaries and benefits – 1150/3000 13b. Included in Goal 1 Action 8 13c. Contracted services – 5800 = \$5,000	13a. \$7,939 Salaries and benefits – 1150/3000 13b. Included in Goal 1 Action 8 13c. Contracted services – 5800 = \$5,000

New

Goal 2

Northern United - Siskiyou Charter School will ensure that all students have access to an appropriate education and are provided ample opportunity to learn in environments that reflect 21st century learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,7
 Local Priorities:

Identified Need:

This goal is needed because available research sends a powerful message that 21st century high school teaching will require more than high-quality content-area instruction. Instead, high school preparation must intentionally and explicitly lead to college and career readiness. When high schools are organized around the provision of high-quality, postsecondary preparation and support, and school-wide expectations hold all adults responsible for supporting all students through postsecondary planning and college-going pursuits, students perform at higher levels than their peers in similar schools (Ascher et al., 2007). Once Northern United - Siskiyou Charter School has data available on the California School Dashboard additional needs will be identified

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of teachers misassigned as indicated by transcripts, credentials and employment records.	Baseline to be determined in 18/19 school year		0	0
Condition of facility as indicated by the FIT.	Baseline to be determined in 18/19 school year		Good	Good
Access to standards-aligned	Baseline to be determined in 18/19 school year		100% of students have access to standards aligned curriculum.	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
instructional materials as indicated by our curriculum audit.				
Implementation of academic content and performance standards as evidenced in learning records.	Baseline to be determined in 18/19 school year		100% aligned	100%
EL access to programs and services to gain academic content knowledge/ proficiency – N/A Zero EL students	Baseline to be determined in 18/19 school year		N/A	N/A
Broad course of study in all subject areas as defined by Ed Code (World Languages, Drivers Ed, VPVA)	Baseline to be determined in 18/19 school year		All students will be provided a broad course of study.	100%
Programs and services developed and provided to	Baseline to be determined in 18/19 school year		100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
unduplicated pupils (one-on-one tutoring, small group instruction, RTI) as evidenced in learning records, tutor time sheets, Student Study Team Records				
Programs and services developed and provided to exceptional needs students (one-on-one tutoring, small group instruction, SAI)	Baseline to be determined in 18/19 school year		100% of students with an IEP	100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Provide professional development in 21st century skills, CTE, technology and STEM/STEAM.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

2 – 1 Provide staff with professional development opportunities in the following areas: 21st century skills, CTE, technology, STEM/STEAM

Select from New, Modified, or Unchanged for 2019-20

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in Goal 1 action 4	
Source		Included in Goal 1 action 4	

Year	2017-18	2018-19	2019-20
Budget Reference		Included in 1 action 4	Included in 1 action 4

Action 2

Integrate technology into instructional program in all grade levels and subject areas.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from **New**, **Modified**, or **Unchanged** for 2017-18

Select from **New**, **Modified**, or **b** for 2018-19

2 – 2 Integrate technology in instructional programs
2a. APEX
2b. Cyber High

Select from **New**, **Modified**, or **Unchanged** for 2019-20

2 – 2 Integrate technology in instructional programs
2a. APEX
2b. Cyber High

Select from <u>New</u> , Modified, or Unchanged for 2017-18	Select from <u>New</u> , Modified, or b for 2018-19	Select from <u>New</u> , Modified, or <u>Unchanged</u> for 2019-20
	2c. Rosetta Stone 2d. On-line Tutoring 2e. Replacing outdated hardware 2f. Maintenance agreements	2c. Rosetta Stone 2d. On-line Tutoring 2e. Replacing outdated hardware 2f. Maintenance agreements

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$10,300	\$10,300
Source		LCFF - base	LCFF - base
Budget Reference		2a. Contracted Services – 5800 = \$1,250 2b. Contracted Services – 5800 = \$0 2c. Contracted Services – 5800 = \$1,500 2d. Contracted Services – 5800 = \$1,250 2e. Computers – 4445 = \$4,500 2f. Maintenance agreements – 5637 = \$1,800	2a. Contracted Services – 5800 = \$1,250 2b. Contracted Services – 5800 = \$0 2c. Contracted Services – 5800 = \$1,500 2d. Contracted Services – 5800 = \$1,250 2e. Computers – 4445 = \$4,500 2f. Maintenance agreements – 5637 = \$1,800

Action 3

Offer a broad range of study and wide range of courses including field trips, CTE, AP, honors and college preparatory.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Empty text box for student selection

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from **New**, Modified, or Unchanged for 2018-19

Select from New, Modified, or **Unchanged** for 2019-20

Empty text box for action selection

2 – 3 CTE, college prep, honors and AP courses
3a. Concurrent enrollment in higher education
3b. Dual enrollment
3c. Teacher training in the pedagogy of teaching courses of rigor
3d. Student travel
3e. Employ music instructor

2 – 3 CTE, college prep, honors and AP courses
3a. Concurrent enrollment in higher education
3b. Dual enrollment
3c. Teacher training in the pedagogy of teaching courses of rigor
3d. Student travel

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,500	\$1,500
Source		LCFF – base	LCFF – base
Budget Reference		3a. Included in Goal 1 action 4 3b. Included in Goal 1 action 4 3c. Included in Goal 1 action 4 3d. Student travel and fieldtrips – 5801 = \$1,500 3e. Included in Goal 1 action 8	3a. Included in Goal 1 action 4 3b. Included in Goal 1 action 4 3c. Included in Goal 1 action 4 3d. Student travel and fieldtrips – 5801 = \$1,500 3e. Included in Goal 1 action 8

Action 4

Offer facilities for independent study students to meet with their teachers for small group instruction.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

OR

All Schools

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	4a. Lease facilities 4b. Maintain facilities 4c. Clean facilities	4a. Lease facilities 4b. Maintain facilities 4c. Clean facilities	4a. Lease facilities 4b. Maintain facilities 4c. Clean facilities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$117,426	\$117,426
Source		LCFF – base	LCFF – base
Budget Reference		4a. Leases – 1195/8700 = \$114,526 4b. Contracted services – 5800 = \$2,500 4c. Utilities & Housekeeping (CAM) – 5500 = \$400	4a. Leases – 1195/8700 = \$114,526 4b. Contracted services – 5800 = \$2,500 4c. Utilities & Housekeeping (CAM) – 5500 = \$400

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 3

Northern United - Siskiyou Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6
 Local Priorities:

Identified Need:

Stakeholder input shows that parents want to feel involved and part of their learning community. Stakeholder input shows that parents would like to see parent groups in which they might provide input into their student's educational process. Overall, parents desire an environment that is safe and feel safe and connected to their teachers.

Finally, this goal is needed because there is much research linking the importance of parent involvement in school with student success. According to the 2002 research review A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, Anne T. Henderson and Karen L. Mapp conclude that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. Once Northern United - Siskiyou Charter School has data available on the California School Dashboard additional needs will be identified

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent volunteer rate, includes parents of unduplicated students and students with exceptional needs as indicated by sign in sheets for parent meetings, volunteer center sign in sheets, and analysis of said sheets	Baseline to be determined in 18/19 school year		5%	Increase by 5% (10%)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Parent attendance at conferences, includes parents of unduplicated students and students with exceptional needs as reported by teachers</p>	<p>Baseline to be determined in 18/19 school year</p>		<p>25%</p>	<p>Increase by 5% (30%)</p>
<p>Parent attendance at school events, includes parents of unduplicated students and students with exceptional needs evidenced by meeting sign in sheets.</p>	<p>Baseline to be determined in 18/19 school year</p>		<p>40%</p>	<p>Increase by 5% (45%)</p>
<p>Parent satisfaction survey results. Including school climate and safety.</p>	<p>Baseline to be determined in 18/19 school year</p>		<p>96% (MVCS)</p>	<p>Increase by 1% (97%)</p>
<p>Number of parents participating in LCAP meetings, includes parents of unduplicated students and students with</p>	<p>Baseline to be determined in 18/19 school year</p>		<p>7%</p>	<p>Increase by 17%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
exceptional needs as evidenced by stakeholder meeting sign in sheets.				
School attendance rate as indicated in our Student Information System (School Pathways).	Baseline to be determined in 18/19 school year		96.25%	Increase by 1% (97.25%)
Chronic absenteeism rate as indicated by California School Dashboard	Baseline to be determined in 18/19 school year		9.4% (MVCS)	Decrease by 2% (7.4%)
Middle school dropout rate	Baseline to be determined in 18/19 school year		0%	Maintain
High school dropout rate for all	Baseline to be determined in 18/19 school year		6%	Decrease by 1% (5%)
High school dropout rate for Native American students	Baseline to be determined in 18/19 school year		N/A	
High school dropout rate for Hispanic students	Baseline to be determined in 18/19 school year		N/A	
High school dropout rate for	Baseline to be determined in 18/19 school year		N/A	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students with exceptional needs				
High school graduation rate for all	Baseline to be determined in 18/19 school year		81% (MVCS)	Increase by 3% (84%)
High school graduation rate for Native American students	Baseline to be determined in 18/19 school year		71%	Increase by 3% (74%)
High school graduation rate for Hispanic students	Baseline to be determined in 18/19 school year		100%	Maintain
High school graduation rate for students with exceptional needs	Baseline to be determined in 18/19 school year		N/A	
Student satisfaction survey results	Baseline to be determined in 18/19 school year		82% (MVCS)	Increase by 2% (84%)
Student safety survey results	Baseline to be determined in 18/19 school year		91% (MVCS)	Increase by 1% (92%)
Suspension rate	Baseline to be determined in 18/19		.6%	Maintain
Expulsion rate	Baseline to be determined in 18/19		0% (MVCS)	Maintain

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Northern United-Siskiyou Charter School will administer student/parent surveys to gather stakeholder input on how to improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from **New**, Modified, or Unchanged for 2018-19

Select from New, Modified, or **Unchanged** for 2019-20

3 – 1 Distribute parent and student satisfaction surveys
1a. Administration of surveys
1b. Data analysis and discussion with staff

3 – 1 Distribute parent and student satisfaction surveys
1a. Administration of surveys
1b. Data analysis and discussion with staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		Included in Goal 1 action 1a; b; c; d	Included in Goal 1 action 1a; b; c; d
Source		Included in Goal 1 action 1a; b; c; d	Included in Goal 1 action 1a; b; c; d
Budget Reference		Included in Goal 1 action 1a; b; c; d	Included in Goal 1 action 1a; b; c; d

Action 2

Advertise school events to keep students, parents and staff informed.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

3 – 2 Advertise school events
2a. Mail flyers

3 – 2 Advertise school events
2a. Mail flyers

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

	2b. Post on website 2c. Notices in learning centers 2d. Email parents through school communication platform	2b. Post on website 2c. Notices in learning centers 2d. Email parents through school communication platform	
--	---	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$900	\$900
Source		LCFF – base	LCFF – base
Budget Reference		2a & c. Postage – 5950 = \$250 2a & c. Materials and supplies – 4310 = \$250 2b. Included in Goal 1 action 1 2d. Contracted services – 5800 = \$400	2a & c. Postage – 5950 = \$250 2a & c. Materials and supplies – 4310 = \$250 2b. Included in Goal 1 action 1 2d. Contracted services – 5800 = \$400

Action 3

Maintain school website to keep students, parents and staff informed.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

OR

All Schools

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Empty text box for student details.

Actions/Services

Select from **New**, Modified, or Unchanged for 2017-18

Select from **New**, Modified, or Unchanged for 2018-19

Select from **New**, Modified, or **Unchanged** for 2019-20

Empty text box for action details.

3 – 3 Maintain School Website
3a. Post all pertinent information for parents, students and staff
3b. Post WASC initial visit summary
3c. Employ website coordinator

3 – 3 Maintain School Website
3a. Post all pertinent information for parents, students and staff
3b. Post WASC initial visit summary
3c. Employ website coordinator

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

Included in Goal 1 Action 1

Included in Goal 1 Action 1

Year	2017-18	2018-19	2019-20
Source		Included in 1 Action 1	Included in 1 Action 1
Budget Reference		Included in 1 Action 1	Included in 1 Action 1

Action 4

Maintain and distribute Northern United -Siskiyou Charter School parent/student handbook, including information regarding independent study.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

3 – 4 Complete and distribute parent/student handbook

3 – 4 Complete and distribute parent/student handbook

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$500	\$500
Source		LCFF – base	LCFF – base
Budget Reference		Materials and supplies – 4310 = \$500	Materials and supplies – 4310 = \$500

Action 5

Adopt the use of schoolwide parent communication platform to communicate with students, parents and staff.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<u>Actions/Services</u>	Select from <u>New</u> , Modified, or Unchanged for 2017-18	Select from <u>New</u> , Modified, or Unchanged for 2018-19	Select from <u>New</u> , Modified, or Unchanged for 2019-20
		3 – 5 Adopt the use of school communication platform	

<u>Budgeted Expenditures</u>			
Year	2017-18	2018-19	2019-20
Amount		Included in Goal 3 Action 2	Included in Goal 3 Action 2
Source		Included in Goal 3 Action 2	Included in Goal 3 Action 2
Budget Reference		Included in Goal 3 Action 2	Included in Goal 3 Action 2

Action 6
Implement PBIS to support all students, primarily unduplicated.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

LEA – wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from **New**, Modified, or Unchanged for 2018-19

3 – staff training on PBIS
6a. Employ the services of Dr. Dale Meyers, PBIS consultant

Select from New, Modified, or **Unchanged** for 2019-20

3 – staff training on PBIS
6a. Employ the services of Dr. Dale Meyers, PBIS consultant

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$5,000	\$5,000
Source		LCFF – Supplementary/Concentration	LCFF – Supplementary/Concentration

Year	2017-18	2018-19	2019-20
Budget Reference		6a. Contracted services – 5800 = \$5,000	6a. Contracted services – 5800 = \$5,000

Action 7

Implement behavioral RTI Tier 2 targeted program for all students.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, School-wide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from **New**, Modified, or Unchanged for 2018-19

Select from New, Modified, or **Unchanged** for 2019-20

7a. Employ 4 RTI/Tier 2 support staff
7b. Employ .2 RTI/Tier 2 director
7c. RTI/Tier 2 curriculum

7a. Employ 4 RTI/Tier 2 support staff
7b. Employ .2 RTI/Tier 2 director
7c. RTI/Tier 2 curriculum

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		7a. Included in Goal1 action 8 7b. Included in Goal 1 action 8 7c. RTI/Tier 2 curriculum – 4310 = \$500	7a. Included in Goal1 action 8 7b. Included in Goal 1 action 8 7c. RTI/Tier 2 curriculum – 4310 = \$500
Source		7a. Included in Goal 1 action 8 7b. Included in Goal 1 action 8 7c. LCFF - Base	7a. Included in Goal 1 action 8 7b. Included in Goal 1 action 8 7c. LCFF - Base
Budget Reference		7a. Included in Goal1 action 8 7b. Included in Goal 1 action 8 7c. 1110/1000	7a. Included in Goal1 action 8 7b. Included in Goal 1 action 8 7c. 1110/1000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-2019	
Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$259,349	22.89%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each school-wide or LEA-wide use of funds (see instructions).

The actions and services in Northern United-Siskiyou Charter School's LCAP are targeted toward supporting students with the greatest need and/or the lowest performance. An examination of students who are failing to meet expected outcomes revealed that students who are English learners, foster youth, homeless, and/or low income are continually overrepresented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled throughout Siskiyou County.

Each student who is not meeting expected outcomes has a need for tiered services, higher skilled teachers, and access to a strong Common Core-Based instructional program. By distributing focused actions and services through schoolwide or targeted services as appropriate, we intend to increase the rate of student success and reduce those in any demographic group who require services through special education services in order to be successful.

This year's LCAP, though baseline will be established in 18/19, includes actions and services intended to support both academic and social-emotional growth and success for students. Programs or services targeted to specific groups are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of where they are served. These actions/services are principally directed to the unduplicated students and are effective in meeting the needs of the unduplicated count.

The following are actions/services that are being funded by the Supplemental/Concentration grant and provided on a school-wide or LEA-wide basis.

Goal 1 action 2 Employ highly qualified content area specialists to provided resources to staff and students, primarily directed to unduplicated youth in order for them to make progress in content area standards. \$161,749

Goal 1 action 6 Employ EL coordinator to administer ELPAC test and support EL students. \$18,151

Goal 1 action 7 Offer academic, college/career and social/emotional counseling primarily directed to unduplicated youth. \$25,729 and \$9,707

Goal 1 action 9 Provide curriculum, home and school supplies for unduplicated students. \$16,000

Goal 1 action 12 Implement AVID school wide \$600

Goal 3 action 6 Expand and continue implementation of PBIS to support all students, primarily unduplicated. \$5,000

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to and effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to and effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (ELPAC);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Agenda Item 2.
BUSINESS AND FINANCE

Subject:

2.3 2018-19 Final Budget Adoption NU-HCS

Action Requested:

Approve and certify as positive

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board is legally required to adopt the Final Budget each year prior to July 1. The Board certifies that the budget as either positive, qualified or negative.

Fiscal Implications:

None.

Contact Person/s:

Shari Lovett, Tammy Picconi



Northern United – Humboldt Charter School
budget is not available at this time.

The budget will be provided at the board meeting.

Agenda Item 2.
BUSINESS AND FINANCE

Subject:
2.4 2018-19 Final Budget Adoption NU-SCS

Action Requested:
Approve and certify as positive.

Previous Staff/Board Action, Background Information and/or Statement of Need:
The Board is legally required to adopt the Final Budget each year prior to July 1. The Board certifies that the budget is either positive, qualified or negative.

Fiscal Implications:
None.

Contact Person/s:
Shari Lovett, Tammy Picconi



2018-2019

BUDGET

Northern United Siskiyou Charter School

PREPARED BY: SISKIYOU COUNTY OFFICE OF EDUCATION
BUSINESS SERVICES DEPARTMENT

Deborah Pendley, Associate Superintendent
Michelle Branson, Budget Technician I
Sharlet Brown, Budget Technician I
Kristin Lea, Budget Technician II

CERTIFICATIONS.....1

FORM 62.....2

FORM A (ADA).....15

ASSUMPTIONS.....16

LCFF CALCULATOR.....23

Charter Number: 1958

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2018-19 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____ Date: _____
Charter School Official
(Original signature required)

Printed Name: Shari Lovett Title: Superintendent

For additional information on the budget report, please contact:

Charter School Contact:

Shari Lovett
Name

Superintendent/ Director
Title

707-445-2660 ext 110
Telephone

slovett@northernunited.org
E-mail Address

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	1,392,379.00	New
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	403,451.00	New
4) Other Local Revenue		8600-8799	0.00	16,864.00	New
5) TOTAL, REVENUES			0.00	1,812,694.00	New
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	519,830.00	New
2) Classified Salaries		2000-2999	0.00	59,763.00	New
3) Employee Benefits		3000-3999	0.00	583,571.23	New
4) Books and Supplies		4000-4999	0.00	13,222.00	New
5) Services and Other Operating Expenses		5000-5999	0.00	98,704.00	New
6) Depreciation		6000-8999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	9,098.00	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	1,284,188.23	New
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			0.00	528,505.77	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	429,979.00	New
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	429,979.00	New

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	958,484.77	New
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			0.00	958,484.77	New
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	403,704.89	New

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			0.00		

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	0.00	1,337,565.00	New
Education Protection Account State Aid - Current Year		8012	0.00	27,156.00	New
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	27,658.00	New
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL LCFF SOURCES			0.00	1,392,379.00	New
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Education Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3185, 4124, 4126, 4127, 5510, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL FEDERAL REVENUE			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	8387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
Common Core State Standards Implementation Funds	7405	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	403,451.00	New
TOTAL, OTHER STATE REVENUE			0.00	403,451.00	New

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	16,864.00	New
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	16,864.00	New
TOTAL REVENUES			0.00	1,812,694.00	New

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	409,810.00	New
Certificated Pupil Support Salaries		1200	0.00	35,980.00	New
Certificated Supervisors' and Administrators' Salaries		1300	0.00	22,400.00	New
Other Certificated Salaries		1900	0.00	51,640.00	New
TOTAL, CERTIFICATED SALARIES			0.00	519,830.00	New
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	59,763.00	New
TOTAL, CLASSIFIED SALARIES			0.00	59,763.00	New
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	492,014.48	New
PERS		3201-3202	0.00	42,882.80	New
OASDI/Medicare/Alternative		3301-3302	0.00	31,482.49	New
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	390.52	New
Workers' Compensation		3601-3602	0.00	16,800.94	New
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	583,571.23	New
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	13,122.00	New
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	100.00	New
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	13,222.00	New

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	3,250.00	New
Dues and Memberships		5300	0.00	300.00	New
Insurance		5400-5450	0.00	34,000.00	New
Operations and Housekeeping Services		5500	0.00	17,250.00	New
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	39,704.00	New
Communications		5900	0.00	4,200.00	New
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	98,704.00	New
DEPRECIATION					
Depreciation Expense		6900	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	9,098.00	New
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	9,098.00	New

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL EXPENSES			0.00	1,284,188.23	New

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	429,979.00	New
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	429,979.00	New
USES					
Transfers of Funds from Lapsed/Reorganized LEAs					
		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	429,979.00	New

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	1,392,379.00	New
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	403,451.00	New
4) Other Local Revenue		8600-8799	0.00	16,864.00	New
5) TOTAL REVENUES			0.00	1,812,694.00	New
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	1,267,364.69	New
2) Instruction - Related Services	2000-2999		0.00	265,283.23	New
3) Pupil Services	3000-3999		0.00	67,759.19	New
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	86,152.00	New
8) Plant Services	8000-8999		0.00	143,311.00	New
9) Other Outgo	9000-9999	Except 7600-7699	0.00	9,098.00	New
10) TOTAL EXPENSES			0.00	1,838,968.11	New
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			0.00	(26,274.11)	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	429,979.00	New
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	429,979.00	New

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	403,704.89	New
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00	0.0%
2) Ending Net Position, June 30 (E + F1e)			0.00	403,704.89	New
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	403,704.89	New

Description	2017-18 Estimated Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA				135.78	135.78	135.78
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	135.78	135.78	135.78
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	135.78	135.78	135.78

NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Budget Assumptions - 2018/19 July 1 Budget Report

	Fiscal Years	
2018/19	2019/20	2020/21

School districts are required to develop and manage budgets in accordance with standards developed by the California Department of Education and adopted by the State Board of Education. Budget documents contain revenues, expenditures, and other financial information for prior, current and subsequent fiscal years. The Criteria and Standards portion of the budget document summarizes and compares district data to State established standards for fiscal analysis purposes. Board members, superintendents and other interested parties should review the Criteria and Standards and analyze any not meeting the standard resulting in a required explanation. This will assist with making accurate assessments of the fiscal condition of the district. Questions that should be considered include: Is the budget balanced, or is the district deficit spending? Does it meet district goals and objectives? Is it sustainable over the multiyear period? Does it accomplish what the district wants for students? An additional resource useful in assessing school district fiscal health is FCMAT's Fiscal Health Risk Analysis which is emailed with each budget and interim report. This report was prepared based on the latest assumptions available and are described below. The information used for the development of this report was provided by:

- ▶ Shari Lovett, Superintendent
- ▶ **Priorities:** Ensuring all students achieve proficiency in essential areas of skill and knowledge, attain the academic, career and technical skills needed to succeed in a knowledge and skills-based economy, providing for specialized needs of identified groups, and utilizing a system of shared accountability for student achievement.

Except in limited circumstances, the external team is unable to do board presentations of Budget and Interim reports due to time constraints. In order to assist superintendents and business personnel, each budget and interim meeting is used to facilitate the presentation process. Particular emphasis has been placed on providing easy to read Budget and Interim Assumptions, graphic visuals, revenue summaries, multiyear projections and Criteria and Standards explanations. Review and analysis of this information for each report should provide the reader a good general overview of the district's financial position. In addition, boards can make changes to budgets and interims prior to adoption. If changes are made, please provide enough specific information to allow budget technicians to quantify the changes and update the multiyear projections.

Budget Certification and Cycle

- ▶ The budget certification is the Board's acknowledgment of its review of the entire budget presentation. This includes State SACS forms for all funds, supplemental forms, Multiyear Financial Projections and Criteria Standards Review. The certification includes a summary of the results of the Criteria and Standards review. Explanations for results that indicate a Standard was "Not Met" in the first section, or a "Yes" response in the Supplemental or Additional section can be found in the corresponding section of the Criteria and Standards Review.
- ▶ The district uses the single budget adoption cycle. Adjustments to the budget should be made throughout the fiscal year.

Budget and Multi-Year Financial Projections (MYFP) Development

- ▶ The development of the budget and Multiyear Financial Projections are interrelated. First, the base year budget is developed using information provided by the district, Siskiyou County Office of Education, School Services of California and other agencies. The two subsequent year budgets are each based on the first prior year with careful adjustments to both revenue and expenditures.

Average Daily Attendance

- ▶ The Local Control Funding Formula calculates the primary funding for school districts, using the higher of the budget year or prior year Average Daily Attendance (ADA). The budget year ADA is not known until the April following the budget adoption, therefore, the most recent P-2 ADA is used when calculating revenue for the budget projections. A chart reflecting the district's historical and projected Average Daily Attendance has been provided for analysis and

- ▶ The district submitted the following enrollment and average daily attendance projections:

	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
Enrollment Projections				
Regular K-12	0.00	146.00	137.00	127.00
Community Day School	0.00	0.00	0.00	0.00
Special Day Class	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Total Estimated Enrollment	0.00	146.00	137.00	127.00
Total Estimated P-2 ADA	0.00	135.78	127.41	118.11

NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Budget Assumptions - 2018/19 July 1 Budget Report

Estimated LCFF ADA (Funded ADA)				
Regular K-12	0.00	135.78	127.41	118.11
Community Day School	0.00	0.00	0.00	0.00
Special Day Class	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Total Funded ADA	0.00	135.78	127.41	118.11

Local Control Funding Formula (LCFF)

- ▶ The passage of the 2013-14 State budget demonstrates Governor Jerry Brown's commitment to passing a landmark school finance reform built around correcting historical inequities and increasing flexibility known as the Local Control Funding Formula (LCFF). The formula establishes a target amount based on varying factors and will be phased in during a five year period, full implementation in 2018/19. Although the current year budget and multi-year projections are built on the LCFF, there is no statutory law that guarantees funding. Below are the assumptions used in building the LCFF. LCFF worksheets attached.

	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
LCFF COLA	1.56%	3.00%	2.57%	2.67%
Students qualifying for Free & Reduced Meal, Foster Youth and English Learners:				
Unduplicated Count	0	116	116	116
Unduplicated Percentage	0.00%	69.00%	69.98%	77.00%
Gap Funding Rate	45.17%	100.00%	100.00%	100.00%
Total LCFF Entitlement	\$0	\$1,392,379	\$1,354,864	\$1,319,342

- ▶ A district that qualifies for Necessary Small School (NSS) Funding may continue to use this calculation as long as the district meets the requirements per Ed Code 42283 and 42285.

Revenue Projections

- ▶ Revenue is projected using the state LCFF calculator and other recommended formulas for Federal and State funding. These formulas include factors such as COLA, student growth or loss for population driven revenue, and other anticipated changes to formula forecasts.
- ▶ Revenue, in addition to that referred to above, is required to be fully documented by the district, including formal grant or funding commitments.
- ▶ A two-year extension of the Federal Secure Rural Schools and Community Self-Determinations Act (SRS) of 2008 was approved in the Omnibus Appropriations bill signed March 23, 2018.

	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
▶ Total Revenue, Transfers In and Other Sources	\$0	\$1,812,694	\$1,396,446	\$1,359,119

- ▶ A detailed Revenue Projection worksheet summarizing the district's revenues for the prior year, budget and two subsequent fiscal years has been provided for analysis and review. (Attachment B)

Employee Compensation

- ▶ The primary cost of education is driven by the staff of a school district. Employee compensation represents the major portion of a school district's budget. Staffing levels, labor negotiations, benefit projections and other compensation aspects are vital factors in projecting and assessing the fiscal condition of a district.

Staffing Levels

- ▶ The district projects the following full time equivalents (FTE) for the budget and two subsequent fiscal years.

	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
Employee FTE's				
Management	0.0	0.2	0.2	0.2
Certificated	0.0	11.5	11.5	11.5
Classified	<u>0.0</u>	<u>5.0</u>	<u>5.0</u>	<u>5.0</u>
Total Employee FTE's	0.0	16.7	16.7	16.7

NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Budget Assumptions - 2018/19 July 1 Budget Report

Step and Column Adjustments

- ▶ Based on an average recommended by School Services of California, a 1.5% increase to Certificated and Classified salaries was included in projecting the step and column movement of employees on the salary schedule.

Employee Benefits

- ▶ Due to the high level of increases to health and welfare benefit premiums state wide, and varying rates for statutory benefits the district provides the following information.

	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
Benefits Capped/Uncapped for Employees				
Management	0	Capped	Capped	Capped
Certificated	0	Capped	Capped	Capped
Classified	0	Capped	Capped	Capped
Benefit Package Cost				
Management - Total	\$0	\$2,474	\$2,474	\$2,474
Certificated - Total	\$0	\$102,651	\$102,651	\$102,651
Classified - Total	\$0	\$25,352	\$25,352	\$25,352
Projected Premium Increase Over Prior Year	n/a	n/a	n/a	n/a
Total District Cost for Health and Welfare Benefits				
Board Members	Not Offered	Non Offered	Not Offered	Not Offered
Retirees	Not Offered	Not Offered	Not Offered	Not Offered
Statutory Benefit Rates				
STRS	14.43%	16.28%	18.13%	19.10%
PERS	15.531%	18.062%	20.800%	23.500%
OASDI	6.20%	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%	1.45%
Unemployment Insurance	0.05%	0.05%	0.05%	0.05%
Worker's Compensation	0.00%	2.15%	2.15%	2.15%
Indirect Cost Rate	0.000%	5.410%	5.410%	5.410%

Supplies, Services and Other Operating Expenditures

- ▶ Initial supplies, services and other operating expenditure projections are based on an analysis of prior year trends, anticipated inflation increases, and program needs. The year-to-year adjustments (net changes) are explained below. Subsequent adjustments are generally due to one-time only expenditures, inflation increases, program changes and other factors.

NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Budget Assumptions - 2018/19 July 1 Budget Report

<u>Year-To-Year Changes</u>		<u>2018/19</u>		<u>2019/20</u>		<u>2020/21</u>
Books and Supplies	\$	13,222	\$	-	\$	-
Explanation:		0				

Services and Other Operating Expenditures	\$	98,704	\$	-	\$	-
Explanation:		0				

	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
Total Expenditures, Transfers Out and Other Uses	\$0	\$1,284,188	\$1,303,451	\$1,323,003

Contributions from Unrestricted Programs (Encroachments) and Revenue Transfers

- ▶ The district projects the following contributions to restricted programs (encroachments) from general fund unrestricted dollars to support the following programs.

Program	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
6500 Special Ed	\$0	\$90,494	\$0	\$0
Total Contributions from Unrestricted Programs and Revenue Transfers	\$0	\$90,494	\$0	\$0

Net Increase/(Decrease) in Fund Balance

- ▶ The net increase or decrease to the general fund balance is a calculation of total revenues and other financing sources less total expenditures, transfers out and uses. This amount is reported on line C of the Multiyear Projections (MYP). If the district is deficit spending, the deficit is supported by the district reserves. A continuing pattern of deficit spending is considered a potential concern and is addressed in Criterion 8 of the Criteria and Standards established by the State. A line graph reflecting the district's historical and projected revenues versus expenditures has been provided for analysis and review. (See Attachment C)

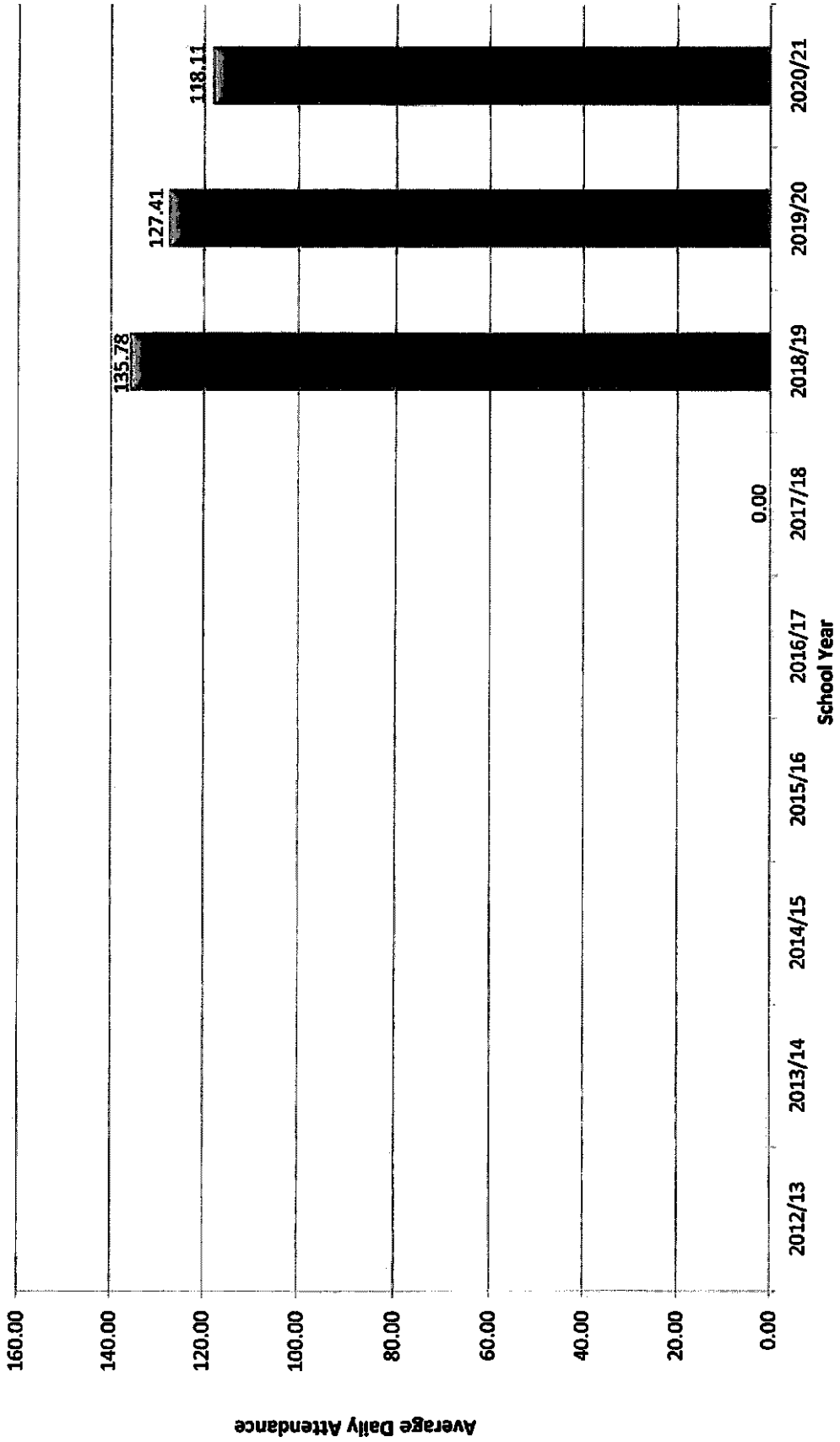
▶ Summary	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
	\$0	\$403,705	\$92,995	\$36,116

Projected Ending Fund Balances and Reserves

- ▶ The State requires districts to maintain a level of reserve for Economic Uncertainties that is a minimum of 5% of the district's total expenditures, transfers out and uses, or \$67,000, whichever is higher. If a district's projections reflect the district will fall short of the required reserves, a positive financial certification cannot be assigned. A graph reflecting the district's level of reserves available for Economic Uncertainties based on historical and future projections has been provided for analysis and review. (Attachment D)
- ▶ The district's estimated ending fund balances are listed below. The General Fund unrestricted ending fund balance as well as the Special Reserve for Other Than Capital Outlay (Fund 17) (if applicable) constitute the district's available reserves for Economic Uncertainties.

	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>	<u>2020/21</u>
General Fund (01)				
Unrestricted	\$0	\$403,705	\$0	\$0
Restricted	\$0	\$0	\$0	\$0
Total General Fund Ending Balance	\$0	\$403,705	\$0	\$0

Average Daily Attendance Trend



NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Revenue Projections
Fiscal Years

Source	Resource As Defined by SBX3 d	Object	2017/18 Prior Year	2018/19 Budget Year	2019/20 Projection	2020/21 Projection
LCFF - State Aid	0000	8011		1,337,565	1,301,724	1,268,062
LCFF - State Aid - EPA	1400	8012		27,156	25,482	23,622
In Lieu of Property Tax	0000	8096		27,638	27,638	27,638
LCFF - State Aid - Prior Year	0000	8019	0			
Total LCFF Sources			0	1,392,379	1,354,864	1,319,342
Federal Revenues						
Forest Reserve	0000	8260				
NCLB: Title I, Part A, Basic Grants Low-Income/Deferred	3010	8290			0	0
NCLB: Title I, ARRA/Deferred	3011	8290				
NCLB: Title IV, Part A, Drug-Free Schools/Deferred	3710	8290			0	0
NCLB: Title II, Part A, Teacher Quality/Deferred	4035	8290			0	0
Principal Training - Deferred	4036	8290			0	0
NCLB: Title II Technology/Deferred	4045	8290	0		0	0
Title VII Indian Education/Deferred	4510	8290			0	0
NCLB: Title VI, Part B Small Rural Grant/Deferred	5850	8290			0	0
MediCal Administrative Activities (MAA)	0000	8290			0	0
Other Federal	0000	8290	0			
Total Federal Revenues:			0	0	0	0
Other State Revenues						
K-3 Class Size Reduction (Deferred)	0000	8434	0	0		
Mandated Cost Reimbursement	0000	8550			0	0
State Lottery	1100	8560			18,602	17,244
State Lottery: Instructional Materials	6300	8560			6,116	5,669
CSIS Student Identifier One time Only - Deferred	6020	8590		0	0	0
Prop 39 CA Clean Energy Jobs Act	6230	8590	0	0		
Educator Effectiveness	6264	8590			0	0
One-Time Discretionary Funds	0000	8590				
STRS on Behalf	7690	8590				
Total State Revenues:			0	0	24,718	22,913
Other Local Revenues						
Interest	0000	8600			0	0
SAFE After School Program	6010	8677			0	0
Special Education RSP Aide	9117	8677			0	0
Associated Student Body	9700	8699			0	0
Special Education State Aid (AB 602) (Goal)	6300	8792			0	0
Special Ed Extraordinary Cost Pool	6500	8792		16,864	16,864	16,864
Other Local - Sports	9620	8677			0	0
Pre-School Infant Toddler Parent/SCCC	9126	8699	0		0	0
MTSS Grant	9632	8699				
SAFE Donations	9061	8699				
Other Local	0000	8699				
LCFF Revenue Sharing Support	0000	8782				
**Mattole Valley Contribution	0000	8965	0	429,979		
Total Local Revenues			0	446,843	16,864	16,864
Total General Fund Revenues			0	1,839,222	1,396,446	1,359,119

STATISTICAL INFORMATION:

Enrollment and Attendance

ADA and ADA Estimates		0.00	135.78	127.41	118.11
CBEDS		0.00	0.00	137.00	127.00

COLAs and Deficit Percentages

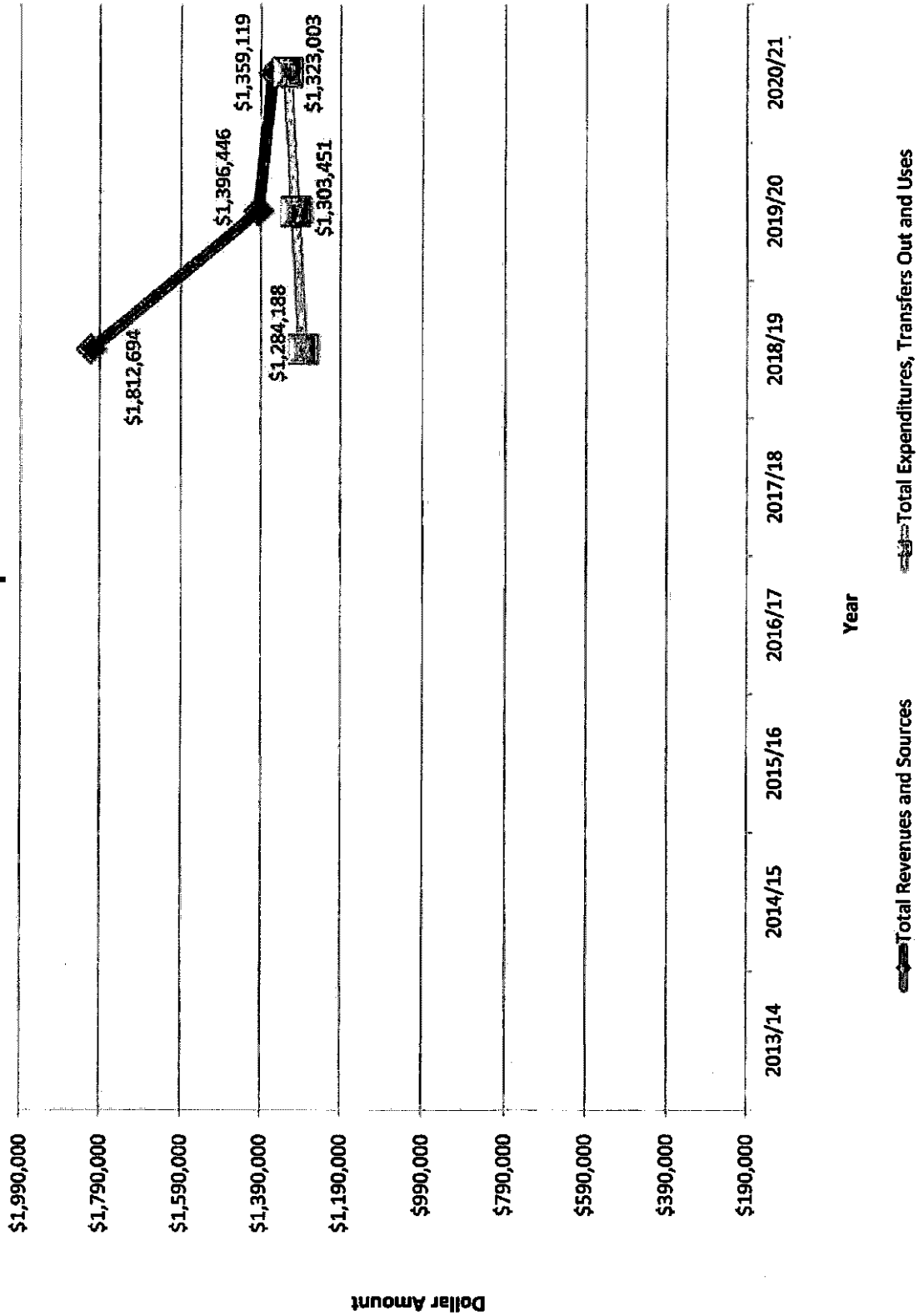
LCFF Cola		1.56%	3.00%	2.57%	2.67%
-----------	--	-------	-------	-------	-------

Year Over Year Rates and Changes

Lottery	8560	\$146.00	\$146.00	\$146.00	\$146.00
Lottery-Instructional Materials	8560	\$48.00	\$48.00	\$48.00	\$48.00

Interest Rates:		0.50%	0.50%	0.50%	0.50%
-----------------	--	-------	-------	-------	-------

Revenues vs. Expenditures



LCFF Calculator Universal Assumptions

New LEA (137372) - Northern United Siskiyou Charter School

Summary of Funding					
	2017-18	2018-19	2019-20	2020-21	2021-22
Target Components:					
Base Grant	-	1,094,799	1,056,878	994,819	-
Grade Span Adjustment	-	38,231	36,760	35,023	-
Supplemental Grant	-	180,037	179,312	174,827	-
Concentration Grant	-	79,312	81,914	114,673	-
Add-ons	-	-	-	-	-
Total Target	-	1,392,379	1,354,864	1,319,342	-
Transition Components:					
Target	\$ -	\$ 1,392,379	\$ 1,354,864	\$ 1,319,342	\$ -
Funded Based on Target Formula <i>(based on prior Floor)</i>	-	FALSE	TRUE	TRUE	-
Floor	-	1,223,264	1,306,547	1,211,179	-
Remaining Need after Gap <i>(informational only)</i>					
Current Year Gap Funding	-	169,115	-	-	-
Miscellaneous Adjustments	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-
Additional State Aid	-	-	-	-	-
Total LCFF Entitlement	\$ -	\$ 1,392,379	\$ 1,354,864	\$ 1,319,342	\$ -

Components of LCFF By Object Code					
	2017-18	2018-19	2019-20	2020-21	2021-22
8011 - State Aid	\$ -	\$ 1,337,565	\$ 1,301,724	\$ 1,268,062	\$ -
8011 - Fair Share	-	-	-	-	-
8311 & 8590 - Categoricals	-	-	-	-	-
EPA (for LCFF Calculation purposes)	-	27,156	25,482	23,622	-
Local Revenue Sources:					
8021 to 8089 - Property Taxes	-	-	-	-	-
8096 - In-Lieu of Property Taxes	-	27,658	27,658	27,658	-
Property Taxes net of in-lieu	-	-	-	-	-
TOTAL FUNDING	\$ -	\$ 1,392,379	\$ 1,354,864	\$ 1,319,342	\$ -
Basic Aid Status					
Less: Excess Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Less: EPA in Excess to LCFF Funding	\$ -	\$ -	\$ -	\$ -	\$ -
Total Phase-In Entitlement	\$ -	\$ 1,392,379	\$ 1,354,864	\$ 1,319,342	\$ -
EPA (for LCFF Calculation purposes)	\$ -	\$ 27,156	\$ 25,482	\$ 23,622	\$ -
8012 - EPA, Current Year Receipt (P-2)	\$ -	\$ 27,156	\$ 25,482	\$ 23,622	\$ -
8019 - EPA, Prior Year Adjustment (P-A)	\$ -	\$ -	\$ -	\$ -	\$ -

LCFF Calculator Universal Assumptions					
New LEA (137372) - Northern United Siskiyou Charter School					
Summary of Student Population					
	2017-18	2018-19	2019-20	2020-21	2021-22
Unduplicated Pupil Population					
Agency Unduplicated Pupil Count	-	116.00	116.00	116.00	-
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated pupil Count	-	116.00	116.00	116.00	-
Rolling %, Supplemental Grant	0.0000%	79.4500%	81.9800%	84.8800%	0.0000%
Rolling %, Concentration Grant	0.0000%	69.0000%	69.9800%	77.2700%	0.0000%
FUNDED ADA					
Adjusted Base Grant ADA	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	-	34.41	31.62	31.62	-
Grades 4-6	-	30.69	27.90	27.90	-
Grades 7-8	-	20.46	18.60	20.46	-
Grades 9-12	-	50.22	49.29	38.13	-
Total Adjusted Base Grant ADA	-	135.78	127.41	118.11	-
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	0.00	135.78	127.41	118.11	0.00
ACTUAL ADA (Current Year Only)					
Grades TK-3	-	34.41	31.62	31.62	-
Grades 4-6	-	30.69	27.90	27.90	-
Grades 7-8	-	20.46	18.60	20.46	-
Grades 9-12	-	50.22	49.29	38.13	-
Total Actual ADA	-	135.78	127.41	118.11	-
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-
LCAP Percentage to Increase or Improve					
Services					
	2017-18	2018-19	2019-20	2020-21	2021-22
Current year estimated supplemental and concen \$	- \$	259,349 \$	261,226 \$	289,500 \$	-
Current year Percentage to Increase or Improve \$	0.00%	22.89%	23.89%	28.11%	0.00%

New LEA (137372) - Northern United Siskiyou Charter School

LCAP Percentage to Increase or Improve Services:
Summary Supplemental & Concentration Grant

	2013-14	2017-18	2018-19	2019-20	
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>			-	259,349	261,226
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		100,000	149,000	200,000	
3. Difference [1] less [2]		(100,000)	110,349	61,226	
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		(45,170)	110,349	61,226	
<i>GAP funding rate</i>		45.17%	100.00%	100.00%	
5. Estimated Supplemental and Concentration Grant Funds (2) plus (4) <i>(unless [3]<0 then [1]) (for LCAP entry)</i>		-	259,349	261,226	
6. Base Funding <i>LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation</i>		-	1,133,030	1,093,638	
<i>LCFF Phase-In Entitlement</i>		-	1,392,379	1,354,864	
7/8. Percentage to Increase or Improve Services* [5] / [6] <i>(for LCAP entry)</i>		0.00%	22.89%	23.89%	

*percentage by which services for unduplicated students must be increased or improved over services provided for
if Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration

SU PERCENTAGE TO INCREASE OR IMPROVE SERVICES

	2017-18	2018-19	2019-20
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ -	\$ 259,349	\$ 261,226
Current year Percentage to Increase or Improve Services	0.00%	22.89%	23.89%

LOCAL CONTROL FUNDING FORMULA							2017-18	2018-19		
CALCULATE LCFF TARGET										
Unduplicated as % of Enrollment	0.00%	COLA	1.560%	0.00%	0.00%	2017-18	3 yr average	79.45%	COLA	3.000%
								69.00%		2018-19
Grades TK-3	Supp	Concen	TARGET	ADA	Base	Gr Span	Supp	Concen	TARGET	
Grades 4-6				34.41	7,409	771	1,300	573	345,903	
Grades 7-8				30.69	7,520		1,195	526	283,616	
Grades 9-12				20.46	7,744		1,231	542	194,710	
Subtract NSS				50.22	8,973	233	1,463	644	568,152	
NSS Allowance										
TOTAL BASE				135.78	1,094,799	38,231	180,037	79,312	1,392,379	
Targeted Instructional Improvement Block Grant										
Home-to-School Transportation										
Small School District Bus Replacement Program										
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET										1,392,379
Funded Based on Target Formula (based on prior year P-2 certification)										FALSE
ECONOMIC RECOVERY TARGET PAYMENT							5/8	3/4		
CALCULATE LCFF FLOOR										
		12-13	17-18				12-13	18-19		
		Rate	ADA				Rate	ADA		
Current year Funded ADA times Base per ADA										
Current year Funded ADA times Other RL per ADA										
Necessary Small School Allowance at 12-13 rates										
2012-13 Categoricals										
Floor Adjustments										
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA										
Less Fair Share Reduction										
Non-CDE certified New Charter: District PY rate * CY ADA							9,009.16	135.78	1,223,264	
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA \$							\$	135.78		
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR										1,223,264
CALCULATE LCFF PHASE-IN ENTITLEMENT										
LOCAL CONTROL FUNDING FORMULA TARGET			2017-18						2018-19	
LOCAL CONTROL FUNDING FORMULA FLOOR									1,392,379	
LCFF Need (LCFF Target less LCFF Floor, if positive)									1,223,264	
Current Year Gap Funding									169,115	
ECONOMIC RECOVERY PAYMENT			45.17%					100.00%	169,115	
Miscellaneous Adjustments										
LCFF Entitlement before Minimum State Aid provision									1,392,379	
CALCULATE STATE AID										
Transition Entitlement									1,392,379	
Local Revenue (including RDA)									(27,658)	
Gross State Aid									1,364,721	
CALCULATE MINIMUM STATE AID										
2012-13 RL/Charter Gen BG adjusted for ADA		17-18 ADA		N/A		12-13 Rate	18-19 ADA		N/A	
2012-13 NSS Allowance (deficit)							135.78			
Minimum State Aid Adjustments										
Less Current Year Property Taxes/In Lieu										
Subtotal State Aid for Historical RL/Charter General BG									(27,658)	
Categorical funding from 2012-13										
Charter Categorical Block Grant adjusted for ADA										
Minimum State Aid Guarantee										
CHARTER SCHOOL MINIMUM STATE AID OFFSET										
Local Control Funding Formula Floor plus Funded Gap									1,392,379	
Minimum State Aid plus Property Taxes including RDA									27,658	
Offset										
Minimum State Aid Prior to Offset										
Total Minimum State Aid with Offset										
TOTAL STATE AID									1,364,721	
Additional State Aid (Additional SA)										
LCFF Phase-in Entitlement										
(before COE transfer, Choice & Charter Supplemental)										
CHANGE OVER PRIOR YEAR							0.00%	1,392,379		1,392,379
LCFF Entitlement PER ADA										10,255
PER ADA CHANGE OVER PRIOR YEAR										
BASIC AID STATUS (school districts only)							0.00%	10,255		
LCFF SOURCES INCLUDING EXCESS TAXES										
State Aid		Increase	2017-18				Increase	2018-19		
Property Taxes net of in-lieu							0.00%	1,364,721		1,364,721
Charter in-Lieu Taxes							0.00%			
LCFF pre COE, Choice, Supp							0.00%	27,658		27,658
							0.00%	1,392,379		1,392,379

Charter School Data Elements required to calculate the LCFF
 New LEA (137372) - Northern United Siskiyou Charter School

	2017-18	2018-19	2019-20
COLA	1.56%	3.00%	2.57%
GAP Funding rate	45.17%	100.00%	100.00%
In-Lieu of Property Tax	F-6 / F-7 -	27,658	27,658
Statewide 90th percentile rate	---	---	---

UNDUPLICATED PUPIL PERCENTAGE

Charter School:	2017-18	2018-19	2019-20
Enrollment	A-1, A-2, A-3 -	146	137
Unduplicated Pupil Count	B-1, B-2, B-3 -	116	116
	3-yr rolling percentage	3-yr rolling percentage	3-yr rolling percentage
Single Year Unduplicated Pupil Percentage	0.00%	79.45%	84.67%
Unduplicated Pupil Percentage (%)	0.00%	79.45%	81.98%

Concentration Grant Funding Limitation: District of Physical Location

Enter the unduplicated pupil percentage for the district that the charter school is physically located in. If the charter school is located in more than one district, enter the information for the district that yields the highest unduplicated pupil percentage. Beginning in 2014-15, include the authorizing agency automatically in the list of physical locations.

	2017-18	2018-19	2019-20
Unduplicated Pupil Percentage (%)	D-3 / H-3 0.00%	69.00%	69.98%
Unduplicated Pupil Percentage: Supplemental Grant	0.00%	79.45%	81.98%
Unduplicated Pupil Percentage: Concentration Grant	0.00%	69.00%	69.98%

AVERAGE DAILY ATTENDANCE (ADA)

Enter P2 Data - Note: Charter School ADA is always funded on Current Year

	2017-18	2018-19	2019-20
Grades TK-3	B-1 -	34.41	31.62
Grades 4-6	B-2 -	30.69	27.90
Grades 7-8	B-3 -	20.46	18.60
Grades 9-12	B-4 -	50.22	49.29
SUBTOTAL ADA	-	135.78	127.41
RATIO: ADA to Enrollment	-	0.93	0.93

OTHER LCFF TRANSITION INFORMATION

Miscellaneous Adjustments	E-1 -		
Minimum State Aid Adjustments	G-2 -		
Funded Based on Target Formula	True/false -	FALSE	TRUE

LCFF Calculator Universal Assumptions
 New LEA (137372) - Northern United Siskiyou Charter School

LEA: New LEA
 Charter

137372 5 digit District code or 7 digit School code (from the CDS code)

No Did the CDS code exist in 2012-13? (for calculation of EPA only)

2018-19 First LCFF certification year (clears prior years on the Calculator tab)

Projection
 Title: Northern United Siskiyou Charter School

Projection
 Date: 06/13/18

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Annual COLA <i>(prefilled as calculated by the Department of Finance, DOF)</i>	1.56%	3.00%	2.57%	2.67%	3.42%	3.26%
LCFF Gap Closed Percentage <i>(prefilled as calculated by the Department of Finance, DOF)</i>	45.17%	100.00%	100.00%	100.00%	100.00%	100.00%
Statewide 90th percentile rate <i>(used in Economic Recovery Target, ERT, calculation only)</i>						
EPA Entitlement as % of statewide adjusted Revenue Limit	24.0000%	24.0000%	24.0000%	24.0000%	24.0000%	24.0000%

PER ADA FUNDING LEVELS (calculated at TARGET)

Base Grants

Grades TK-3	\$ 7,193	\$ 7,409	\$ 7,599	\$ 7,802	\$ 8,069	\$ 8,332
Grades 4-6	\$ 7,301	\$ 7,520	\$ 7,713	\$ 7,919	\$ 8,190	\$ 8,457
Grades 7-8	\$ 7,518	\$ 7,744	\$ 7,943	\$ 8,155	\$ 8,434	\$ 8,709
Grades 9-12	\$ 8,712	\$ 8,973	\$ 9,204	\$ 9,450	\$ 9,773	\$ 10,092

Grade Span Adjustment

Grades TK-3	\$ 748	\$ 771	\$ 790	\$ 811	\$ 839	\$ 867
Grades 9-12	\$ 227	\$ 233	\$ 239	\$ 246	\$ 254	\$ 262

Necessary Small School Selection (if applicable)

NSS #1	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #2	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #3	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #4	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
NSS #5	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

LCFF Calculator Universal Assumptions
 New LEA (137372) - Northern United Siskiyou Charter School

LEA: New LEA
 Charter

137372 5 digit District code or 7 digit School code (from the CDS code)

No Did the CDS code exist in 2012-13? (for calculation of EPA only)

2018-19 First LCFF certification year (clears prior years on the Calculator tab)

Projection
 Title:

Northern United Siskiyou Charter School

Projection
 Date:

06/13/18

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Supplemental Grant						
Maximum - 1.00 ADA, 100% UPP						
Grades TK-3	\$ 1,588	\$ 1,636	\$ 1,678	\$ 1,723	\$ 1,782	\$ 1,840
Grades 4-6	\$ 1,460	\$ 1,504	\$ 1,543	\$ 1,584	\$ 1,638	\$ 1,691
Grades 7-8	\$ 1,504	\$ 1,549	\$ 1,589	\$ 1,631	\$ 1,687	\$ 1,742
Grades 9-12	\$ 1,788	\$ 1,841	\$ 1,889	\$ 1,939	\$ 2,005	\$ 2,071

Actual - 1.00 ADA, Local UPP as follows:

Grades TK-3	\$ 0.00%	79.45%	81.98%	84.88%	0.00%	0.00%
Grades 4-6	\$ -	\$ 1,300	\$ 1,375	\$ 1,462	\$ -	\$ -
Grades 7-8	\$ -	\$ 1,195	\$ 1,265	\$ 1,344	\$ -	\$ -
Grades 9-12	\$ -	\$ 1,231	\$ 1,302	\$ 1,384	\$ -	\$ -
	\$ -	\$ 1,463	\$ 1,548	\$ 1,646	\$ -	\$ -

Concentration Grant (>55% population)

	50.00%	50.00%	50.00%	50.00%	50.00%	50.00%
Maximum - 1.00 ADA, 100% UPP						
Grades TK-3	\$ 3,971	\$ 4,090	\$ 4,195	\$ 4,307	\$ 4,454	\$ 4,600
Grades 4-6	\$ 3,651	\$ 3,760	\$ 3,857	\$ 3,960	\$ 4,095	\$ 4,229
Grades 7-8	\$ 3,759	\$ 3,872	\$ 3,972	\$ 4,078	\$ 4,217	\$ 4,355
Grades 9-12	\$ 4,470	\$ 4,603	\$ 4,722	\$ 4,848	\$ 5,014	\$ 5,177

Actual - 1.00 ADA, Local UPP >55% as follows:

Grades TK-3	\$ 0.0000%	14.0000%	14.9800%	22.2700%	0.0000%	0.0000%
Grades 4-6	\$ -	\$ 573	\$ 628	\$ 959	\$ -	\$ -
Grades 7-8	\$ -	\$ 526	\$ 578	\$ 882	\$ -	\$ -
Grades 9-12	\$ -	\$ 542	\$ 595	\$ 908	\$ -	\$ -
	\$ -	\$ 644	\$ 707	\$ 1,080	\$ -	\$ -

Created by: M Branson

Email: mbranson@siskiyoucoe.net

Phone: 530-842-8453

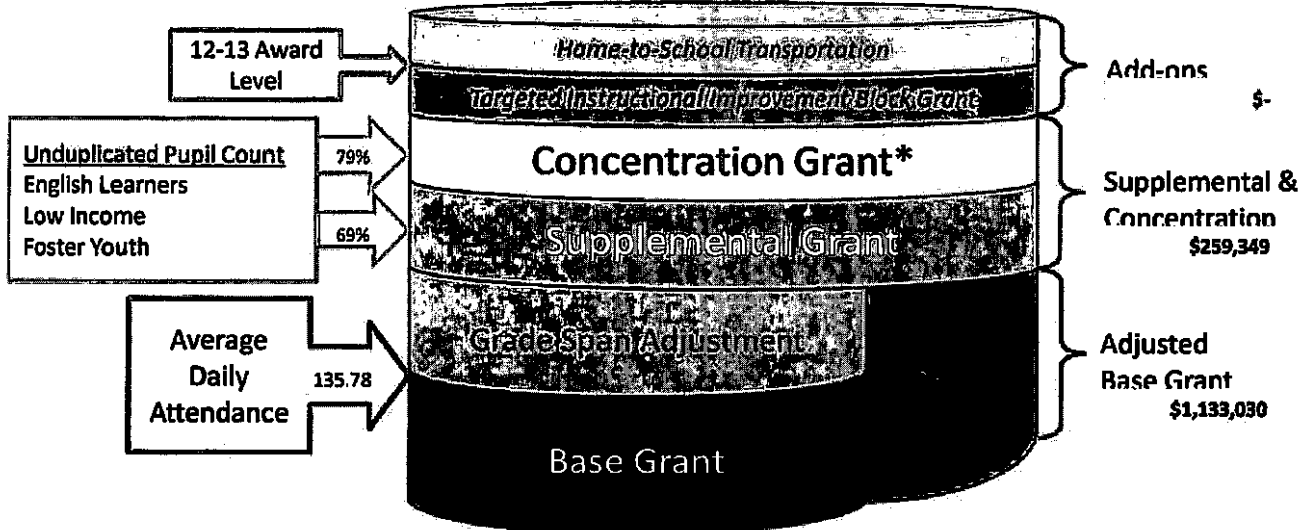
LOCAL CONTROL FUNDING FORMULA

Components of LCFF Target Entitlement

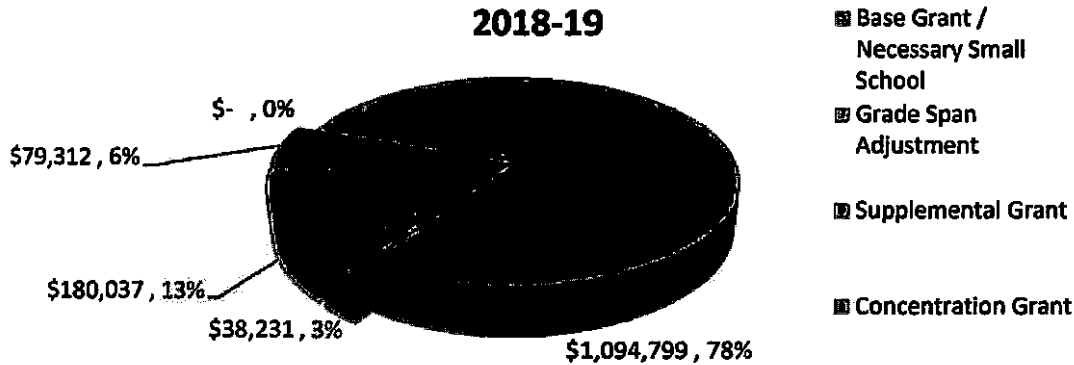
of the charts and graphics on this page that only display a single fiscal year.

	2018-19	
Base Grant / Necessary Small School	\$ 1,094,799	135.78 ADA
Grade Span Adjustment	\$ 38,231	
Supplemental Grant	\$ 180,037	79%
Concentration Grant	\$ 79,312	69%
Add-ons (TIIG & Transportation)	\$ -	
Total	\$ 1,392,379	

TOTAL TARGET LCFF: \$1,392,379



*Unduplicated Pupil Percentage must be above 55%



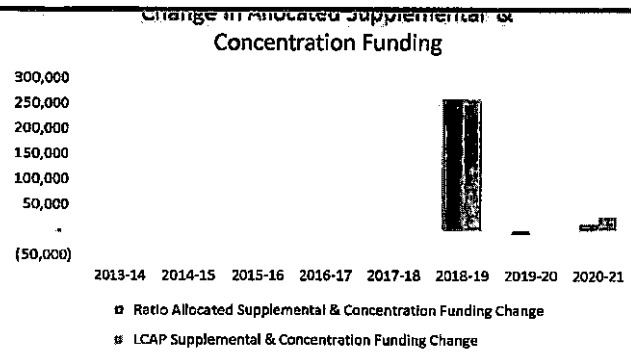
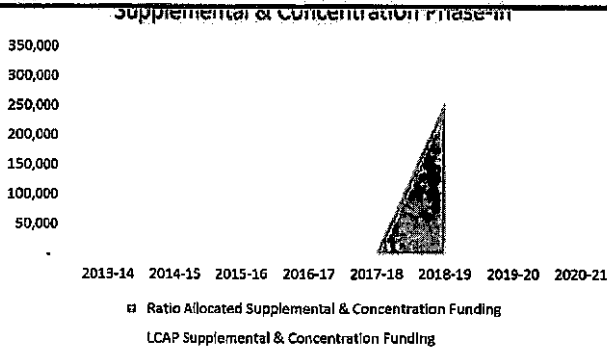
2018-19 Funding Components

Component	Target	Floor	Funded
Base + Grade Span Adj.	\$ 1,133,030		
Supplemental & Concentration	\$ 259,349		
Revenue Limit / Necessary Small School		\$ 1,223,264	
Categoricals	\$ -	\$ -	
TIIG + Transp.	\$ -	\$ -	
PY Gap	\$ -	\$ -	
Floor		\$ 1,223,264	
CY Gap		\$ 169,115	

2018-19

\$1,600,000

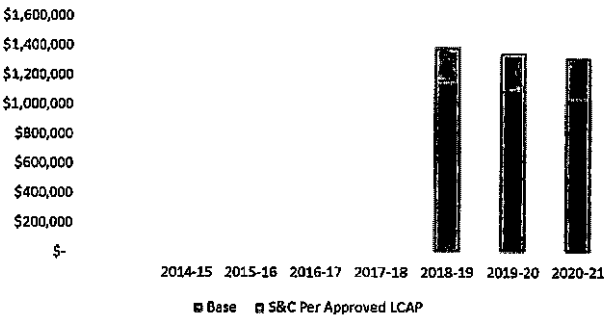
LOCAL CONTROL FUNDING FORMULA



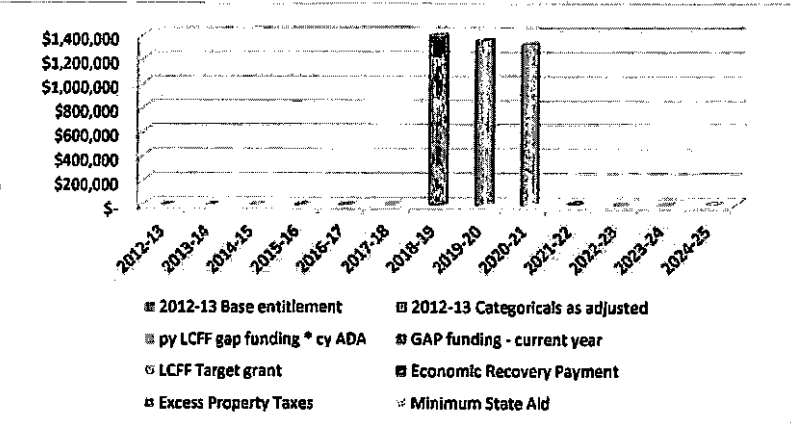
If LCAP Supplemental & Concentration funding appears low when compared to Ratio Allocated Supplemental & Concentration funding, verify that all appropriate services provided to benefit Pupils Count students above general services is included on Step 2 of the LCAP calculation. Tip: Give the district credit for existing services it continues to provide in the LCAP calculation.

Minimum Proportionality Analysis					
	2014-15	2015-16	2016-17	2017-18	2018-19
Base	\$ -	\$ -	\$ -	\$ -	\$ 1,133,030
S&C	\$ -	\$ -	\$ -	\$ -	\$ 259,349
Total	\$ -	\$ -	\$ -	\$ -	\$ 1,392,379

Base vs Supplemental/Concentration Allocation



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Excess Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Economic Recovery Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF Target grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GAP funding - current year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
py LCFF gap funding * cy ADA	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 169,115
2012-13 Categoricals as adjusted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2012-13 Base entitlement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,223,264
Total General Purpose Funding	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,392,379
Calculator tab: Recap total LCFF Proof	\$ TRUE	\$ TRUE	\$ TRUE	\$ TRUE	\$ TRUE	\$ TRUE	\$ TRUE



LCFF Entitlement and Funding Sources before COE Transfer, Choice and Charter Supplemental

Agenda Item 2.
BUSINESS AND FINANCE

Subject:

2.5 Resolution to Divide Assets

Action Requested:

Approve

Previous Staff/Board Action, Background Information and/or Statement of Need:

Northern United Charter Schools received all capital and other assets from Mattole Valley Charter School as approved by the Mattole Unified School District Board of Trustees at their regularly scheduled board meeting on May 10, 2018. These assets must be divided between Northern United - Siskiyou Charter School and Northern United - Humboldt Charter School. The division of cash assets is determined based on student enrollment. The division of other assets, including materials and supplies, equipment, technology, etc., is determined based on location and use. The assets currently in Siskiyou County will remain in Siskiyou County as assets of Northern United - Siskiyou Charter School. The assets currently in Humboldt County will remain in Humboldt County as assets of Northern United - Humboldt Charter School.

Fiscal Implications:

Approximate cash assets to Northern United - Siskiyou Charter School - \$429,979 based on student enrollment of 146.

Approximate cash assets to Northern United - Humboldt Charter School - \$1,175,080 based on student enrollment of 399.

Contact Person/s:

Shari Lovett, Tammy Picconi

Agenda Item 3.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

3.1 Approval of Warrants and Payroll

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

This is a monthly process. The warrants and payroll totals are inspected and clarification is given if needed. In the future the Board Warrant and Payroll Reports will be attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Tammy Picconi, Kirk Miller

Agenda Item 3.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

3.2 Approval of Minutes

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

The minutes prior meetings are inspected, corrected if needed, and approved. This is a routine monthly process for the Board. The minutes for the June 27, 2018 regular board meeting will be approved at the August meeting.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Agenda Item 3.

CONSENT AGENDA

A trustee can have an item removed from the Consent Agenda and given individual consideration for action as a regular agenda item. An administrator or a member of the public may request that an item be removed from the Consent Agenda and given individual consideration for action as a regular agenda item at the pleasure of the Board.

Subject:

3.1 Resignations, Hires and Leaves

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

None

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 4.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

4.1 Comments by the Public

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

Board members or staff may choose to respond briefly to Public Comments.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 5.

COMMUNITY RELATIONS/CORRESPONDENCE

Subject:

No items

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

None

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 6.

RECOGNITIONS/ANNOUNCEMENTS/REPORTS

Subject:

6.1 Board Members

6.2 Northern United - Siskiyou Charter School

6.3 Northern United - Humboldt Charter School

6.4 Director

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

6.1 Board members may choose to make a report.

6.2 Each month the Regional Director gives a report on school events and activities.

6.3 Each month the Director of Instructional Services gives a report on school events and activities.

6.4 Each month the Director may give a report on the state of the District.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 7.
ADMINISTRATION

Subject:

7.1 Resolution and agreement for NU-SCS to participate in Section 403(b) Retirement Plan through the Siskiyou County Office of Education

Action Requested:

Approval

Previous Staff/Board Action, Background Information and/or Statement of Need:

SCOE offers a Section 403(b) retirement plan. Employees can participate in the optional retirement plan if the school adopts the resolution and agreement.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

AGREEMENT
Between
SISKIYOU COUNTY SUPERINTENDENT OF SCHOOLS
and
NORTHERN UNITED – SISKIYOU CHARTER SCHOOL (DISTRICT)
Regarding
THE SISKIYOU COUNTY OFFICE OF EDUCATION
SECTION 403(B) RETIREMENT PLAN

WHEREAS, the County Superintendent of Schools (the “County Superintendent”) has adopted the Siskiyou County Office of Education Section 403(b) Retirement Plan (“Plan”) in which Siskiyou County school districts may chose to participate; and

WHEREAS, the Interim Governing Board of the Northern United Charter Schools (“District”) has approved and adopted the Plan and authorized the District Superintendent or designee to execute this Agreement on its behalf; and

WHEREAS, the County Superintendent provides payroll related processing services to the districts, which includes the preparation of contributions under the Plan (the Processing Services”), and

WHEREAS, has entered and will continue to enter into Provider Agreements with companies (“Companies”) offering annuities, and custodial accounts designed to invest in shares of regulated investment companies, represented by them to meet the applicable requirements of IRC Section 403(b) for tax sheltered annuities (“TSAs”); and

WHEREAS, the County Superintendent has entered into a Third Party Administration Services Agreement pursuant to Education Code Section 44041.5 with Envoy Plan Services, to provide administrative and compliance services as a third-party administrator for the Plan.

IT IS AGREED AS FOLLOWS:

1. No Warranty. The County Superintendent expressly does not make any representation or warranty with respect to:
 - a. The qualification of the Plan, under IRC Section 403(b) or Revenue and Taxation (“RTC”) Code Section 17501 for the intended treatment as a tax sheltered annuity plan; or
 - b. The qualification of the TSAs offered by the Companies under IRC Section 403(b) or RTC Section 17501 as tax sheltered annuities; or
 - c. The quality of the TSAs as investment media for the funds contributed under the District’s TSA Plan, or the financial stability of the respective Companies, insurance companies, regulated investment companies and custodians; or

- d. The lists or other data showing companies and/or vendor codes are not approved or otherwise endorsed, but are prepared as information for districts for payroll coding purposes only.
2. Indemnity and Defense. The District shall defend, hold harmless, and indemnify the County Superintendent, the Siskiyou County Office of Education, the Siskiyou County Board of Education, their officers, employees, and agents (the “indemnified parties”) from every claim, demand and suit at law or equity, which may arise out of, be connected with, or be made by reason of the participation in the plan by the District or its employees, including by way of example, by the purchase of Annuities or shares of the Investment Companies offered by the Company through the Accounts or the offering and maintenance of the Accounts, on behalf of employee(s) from the Company, and shall satisfy any judgment that may be rendered, or settlement, against the indemnified parties, except for liability resulting from the gross negligence, willful misconduct, actual fraud, or criminal conduct, of an indemnified party. The County Superintendent shall notify the District on the receipt of any such claim, demand, or suit.
 3. Agents. For purposes of this Agreement, none of the Companies and the respective insurance companies, regulated investment companies, custodians and persons employed or otherwise associated with them in activities relating to the TSAs shall be regarded as an agent of the indemnified parties. For purposes of this Agreement, Envoy shall be regarded as an agent of the indemnified parties
 4. School District and District Defined. For purposes of this Agreement, the term “school district” or “district” means one or more school district, community college, regional occupation center or program, charter school, joint powers agency, or other educational agency.
 5. Alteration of Terms. No alteration or variation of the terms of this Agreement shall be valid unless made in writing and signed by the parties hereto.
 6. Governing Law. This Agreement shall be construed, administered, and enforced in accordance with the laws of the State of California.
 7. Number and Gender. For purposes of this Agreement, the plural number shall include the singular, and vice versa, and the masculine gender shall include the feminine and neuter, and vice versa, whenever the context so requires.
 8. Headings. The headings used in this Agreement are for convenience only, and shall not limit, restrict or enlarge the provisions of this Agreement.

Agreement Approval:

District Name

Approved by the
Governing Board: _____

Meeting Date

**SISKIYOU COUNTY
SUPERINTENDENT OF SCHOOLS**

By: _____

Authorized Officer

Date

Certified by the Secretary of the Board:

Title: County Superintendent

Name: _____

Signature: _____

RESOLUTION OF THE GOVERNING BOARD OF
NORTHERN UNITED CHARTER SCHOOLS SCHOOL DISTRICT

In re:)	RESOLUTION NO.
)	
Tax Sheltered Annuities:)	NU-SCS-2018-04
Siskiyou County Office of Education)	
Section 403(b) Retirement Plan)	

RECITALS

- A. This District, designated as a governmental employer as defined in Section 457(e)(1)(A) of the Internal Revenue Code (“IRC”) as amended, previously adopted the Siskiyou County Office of Education Tax Sheltered Annuity Plan (“Current Plan”), which qualifies under IRC Section 403(b) , and in which employees are permitted to make voluntary salary reductions; and
- B. The Internal Revenue Service has approved new regulations (“IRS Regulations”) which commencing on January 1, 2009, impose additional recordkeeping requirements and fiduciary responsibilities on educational and non-profit employers that make available to their employees 403(b) deferred compensation plans such as the Current Plan; and
- C. In order to ensure that employees of both the Siskiyou County Office of Education (“SCOE”) and the Siskiyou County school districts which have adopted the Current Plan may continue after January 1, 2009, to make voluntary salary deductions on a tax-deferred basis, the Siskiyou County Superintendent of Schools (“County Superintendent” has adopted the Siskiyou County Office of Education Section 403(b) Retirement Plan (“Plan”), which amends and restates the Current Plan as of January 1, 2009; and
- D. This Board desires to ensure that management and other employees of the District who are not represented by a certified or recognized exclusive representative are able to make voluntary salary deductions on a tax-deferred basis under the Plan; and
- E. The IRS Regulations impose a “universal availability” rule which states that if an employer permits one employee to defer salary into a 403(b), the employer must extend this offer to all employees of the organization except those who may be excluded under the IRS Regulations; and
- F. In compliance with the IRS Regulations, the District must permit all its “Eligible Employees” as defined in the Plan to participate in the Plan in order to permit its management and other unrepresented employees to do so; and
- G. Recognizing that SCOE had neither the staffing nor expertise to ensure that the additional recordkeeping requirements and fiduciary responsibilities imposed on the Plan by the IRS Regulations are met and carried out, the County Superintendent has entered into a Third Party Administration Services Agreement pursuant to Education Code Section 44041.5 with Envoy Plan Services to provide administrative and compliance services as a third-party administrator; and
- H. Pursuant to Education Code Section 44041(b), SCOE and the districts participating in the Plan are entitled to include in the amount of voluntary salary reductions requested by

participating employees the costs of any compliance or administrative services that are required to perform the requested deduction in compliance with federal or state law; and

- I. The fee for the compliance and administrative services performed by Envoy during the first year of the Third Party Administration Services Agreement is thirty dollars (\$2.00) per month for each employee participating in the Plan payable in ten equal monthly installments; and
- J. This Board agrees with the County Superintendent that these costs of compliance and administrative services should not be borne by the public, but rather by those employees voluntarily participating in the Plan and further agrees with the County Superintendent that the amount of the fee necessary to pay for those costs will not be either significant or burdensome for those employees electing to participate in the Plan; and
- K. In adopting the Plan and making it available to "Eligible Employees" as defined in the Plan, this Governing Board and any officer or employee of the District make no representations or recommendations and bear no responsibility for any employee's participation in the Plan nor for any employee's selection of specific investment options made available under the Plan; and make no representations to employees about the advisability, appropriateness or income tax consequences of participating in the Plan to which contributions are made.

RESOLVED

- 1. The above recitals are true.
- 2. This Board hereby approves and adopts the Plan (which is hereby incorporated by reference) and acknowledges that the Plan amends and restates the Current Plan with an effective date of July 1, 2018 and
- 3. This Board directs and authorizes its Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate this Resolution, including by way of example, execution of the Agreement attached as Exhibit A.

CERTIFICATION OF RESOLUTION

I, Jere Cox, President of the Governing Board of the Northern United Charter Schools School Board of Siskiyou County, State of California, certify that this Resolution proposed by _____, seconded by _____, was duly passed and adopted by the Board, at an official and public meeting this 28th day of June, 2018, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____

President of the Governing Board of
Northern United Charter Schools

Agenda Item 8.

CURRICULUM AND INSTRUCTION

No Items

Subject:

No Items

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

None

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 9.

FACILITIES

Subject:

No items

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

None

Fiscal Implications:

None

Contact Person/s: Shari Lovett

Agenda Item 10.
FUTURE AGENDA PLANNING

Subject:

10.1 Items for consideration for future agendas

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

The Board may consider items for future Board meeting agendas. Board members or the public may suggest agenda items. The Board President and the Director determine whether an item is placed on the agenda based upon if it is related to school business and within the jurisdiction of the Board.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 11.
FUTURE BOARD MEETINGS

Subject:

11. FUTURE BOARD MEETINGS

11.1 Future Board meetings - 8/16, 9/20, 10/18, 11/15, 12/20

Action Requested:

None

Previous Staff/Board Action, Background Information and/or Statement of Need:

11.1 At its organizational meeting in March, the Board scheduled its meetings for the 2018 calendar year.
The Board may adjust this meeting schedule as needed.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Jere Cox