

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 Financial Report

Action Requested:

None

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

Each month a Financial Report is given in order to keep the Board apprised of the Schools' fiscal condition.

Fiscal Implications:

As reported.

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

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 0000 UNRESTRICTED								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Revenue								
Revenue Limit Sources (8010 to 8099)								
8011	REVENUE LIMIT ST AID-CURR YR	2,068,304.00	(104,162.00)	1,984,142.00	1,427,297.00	-	558,845.00	71.94%
8096	TRANSFERS>CHARTERS IN LIEU TA	1,335,069.00	135,562.00	1,470,631.00	-	-	1,470,631.00	0.00%
	Total Revenue Limit Sources (8010 to 8099)	3,423,373.00	31,400.00	3,454,773.00	1,427,297.00	-	2,027,476.00	
	Total Revenue	3,423,373.00	31,400.00	3,454,773.00	1,427,297.00	-	2,027,476.00	
Expenditure								
Certificated Salary (1000 to 1999)								
1100	TEACHERS SALARIES - REGULAR	645,343.00	-	645,343.00	218,826.73	-	426,516.27	33.91%
1140	TEACHER SALARY - SUBSTITUTES	-	400.00	400.00	356.54	-	43.46	89.14%
1150	TEACHER SALARY - OTHER PAY	26,707.00	-	26,707.00	3,366.00	-	23,341.00	12.60%
1300	CERT SUPRVSR'S & ADMINS' SAL	89,600.00	-	89,600.00	37,333.32	-	52,266.68	41.67%
1900	OTHER CERT SALARY- REGULAR	72,420.00	-	72,420.00	36,373.36	-	36,046.64	50.23%
	Total Certificated Salary (1000 to 1999)	834,070.00	400.00	834,470.00	296,255.95	-	538,214.05	
Classified Salary (2000 to 2999)								
2214	CUSTODIAN	7,568.00	-	7,568.00	1,771.68	-	5,796.32	23.41%
2255	COMPUTER LAB TECHNICIAN	58,900.00	-	58,900.00	19,633.32	-	39,266.68	33.33%
2307	COORDINATOR	96,735.00	-	96,735.00	39,100.00	-	57,635.00	40.42%
2402	ACCOUNT TECHNICIAN	136,456.00	-	136,456.00	35,939.89	-	100,516.11	26.34%
2403	CLERICAL TECHNICIAN	94,469.00	-	94,469.00	26,794.36	-	65,674.64	30.48%
2405	ATTENDANCE TECHNICIAN	54,081.00	-	54,081.00	24,947.20	-	29,133.80	46.13%
2900	OTHER CLASS SALARIES-REGULAR	130,845.00	-	130,845.00	33,054.45	-	97,790.55	25.26%
	Total Classified Salary (2000 to 2999)	579,054.00	-	579,054.00	183,240.90	-	395,813.10	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 0000 UNRESTRICTED								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Expenditure								
Employee Benefit (3000 to 3999)								
3101	STRS - CERTIFICATED	135,787.00	-	135,787.00	45,952.51	-	89,834.49	33.84%
3201	PERS - CERTIFICATED	-	10,000.00	10,000.00	1,407.02	-	8,592.98	14.07%
3202	PERS - CLASSIFIED	83,514.00	-	83,514.00	28,864.15	-	54,649.85	34.56%
3311	SOCIAL SECURITY-CERTIFICATED	-	5,000.00	5,000.00	500.03	-	4,499.97	10.00%
3312	SOCIAL SECURITY-CLASSIFIED	33,211.00	-	33,211.00	11,360.98	-	21,850.02	34.21%
3331	MEDICARE-CERTIFICATED	12,094.00	-	12,094.00	4,295.68	-	7,798.32	35.52%
3332	MEDICARE-CLASSIFIED	7,767.00	-	7,767.00	2,657.02	-	5,109.98	34.21%
3411	HEALTH & WELFARE BENEFITS-CRT	160,165.00	-	160,165.00	69,142.66	-	91,022.34	43.17%
3412	HEALTH & WELFARE BENEFITS-CLS	118,733.00	-	118,733.00	43,964.74	-	74,768.26	37.03%
3501	ST UNEMPLOYMENT INS-CERTIF	417.00	-	417.00	148.15	-	268.85	35.53%
3502	ST UNEMPLOYMENT INS-CLASSIFD	267.00	-	267.00	91.58	-	175.42	34.30%
3601	WORKER'S COMP-CERTIFICATED	17,932.00	-	17,932.00	6,873.40	-	11,058.60	38.33%
3602	WORKER'S COMP-CLASSIFIED	11,517.00	-	11,517.00	4,272.15	-	7,244.85	37.09%
	Total Employee Benefit (3000 to 3999)	581,404.00	15,000.00	596,404.00	219,530.07	-	376,873.93	
Books and Supplies (4000 to 4999)								
4110	TEXTBOOKS	10,000.00	-	10,000.00	439.65	-	9,560.35	4.40%
4241	COMPUTERD BOOKS (NOT TEXTS)	1,000.00	-	1,000.00	-	-	1,000.00	0.00%
4310	MATERIALS & SUPPLIES	10,650.00	-	10,650.00	872.83	-	9,777.17	8.20%
4312	SUBSCRIPTIONS/PERIODICALS	250.00	-	250.00	-	-	250.00	0.00%
4314	TESTS	350.00	-	350.00	-	-	350.00	0.00%
4351	OFFICE SUPPLIES	3,500.00	150.00	3,650.00	404.97	-	3,245.03	11.10%
4374	CUSTODIAL SUPPLIES	5,500.00	-	5,500.00	171.32	-	5,328.68	3.11%

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 0000 UNRESTRICTED								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Expenditure								
Books and Supplies (4000 to 4999)								
4377	BOOKS SUPPLIES	500.00	-	500.00	-	-	500.00	0.00%
4392	GROUND SUPPLIES	250.00	60.00	310.00	262.43	-	47.57	84.65%
4393	WORKSHOP REFRESHMENTS	2,800.00	-	2,800.00	144.68	-	2,655.32	5.17%
4453	OTHER TECHNOLOGY	1,500.00	-	1,500.00	-	-	1,500.00	0.00%
	Total Books and Supplies (4000 to 4999)	36,300.00	210.00	36,510.00	2,295.88	-	34,214.12	
Services and Operating Expenditures (5000 to 5999)								
5201	EMPLOYEE MILEAGE	15,000.00	5,000.00	20,000.00	3,423.25	-	16,576.75	17.12%
5207	REGISTRATION FEES	14,000.00	1,500.00	15,500.00	8,520.81	-	6,979.19	54.97%
5209	ACCOMMODATIONS	13,500.00	9,000.00	22,500.00	4,128.11	-	18,371.89	18.35%
5300	DUES & MEMBERSHIPS	1,750.00	5,500.00	7,250.00	5,190.00	-	2,060.00	71.59%
5500	UTILITIES & HOUSEKEEPING SRV	-	3,500.00	3,500.00	1,200.00	-	2,300.00	34.29%
5520	ELECTRICITY SERVICES	-	6,000.00	6,000.00	3,196.95	-	2,803.05	53.28%
5530	WATER SERVICES	-	1,200.00	1,200.00	476.24	-	723.76	39.69%
5531	BOTTLED WATER SERVICE	-	500.00	500.00	174.50	-	325.50	34.90%
5560	WASTE DISPOSAL	-	1,100.00	1,100.00	318.30	-	781.70	28.94%
5612	RENTALS AND LEASES-BUILDINGS	246,436.00	-	246,436.00	103,240.00	-	143,196.00	41.89%
5618	RENTALS AND LEASES-VEHICLES	500.00	-	500.00	-	-	500.00	0.00%
5623	RENTALS AND LEASES-EQUIPMENT	7,500.00	-	7,500.00	-	-	7,500.00	0.00%
5637	MAINTENANCE AGREEMENTS	12,000.00	2,700.00	14,700.00	2,313.66	-	12,386.34	15.74%
5716	OTHER INTERPROGRAM SERVICES	-	445,038.00	445,038.00	-	-	445,038.00	0.00%
5800	CONTRACTED SERVICES	25,100.00	34,400.00	59,500.00	55,373.68	-	4,126.32	93.07%
5801	STUDENT TRAVEL/FIELDTRIPS	4,000.00	-	4,000.00	599.95	-	3,400.05	15.00%

Criteria: Overview = No; Report Summary Options = Fund Summary, Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended, Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 0000 UNRESTRICTED								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Expenditure								
Services and Operating Expenditures (5000 to 5999)								
5811	CO-OP CONTRACT	-	-	9,000.00	3,619.00	-	(3,619.00)	No Bdtg
5812	LIBRARY CONTRACT	9,000.00	-	9,000.00	-	-	9,000.00	0.00%
5831	ADVERTISEMENT	-	250.00	250.00	229.64	-	20.36	91.86%
5845	INFORMTN NETWORK SERV CONTR	15,000.00	-	15,000.00	-	-	15,000.00	0.00%
5861	FINGERPRINTING	-	5,030.00	5,030.00	4,308.00	-	722.00	85.65%
5881	OTHER CHARGES/FEES	100.00	5,250.00	5,350.00	4,213.00	-	1,137.00	78.75%
5909	TELEPHONE/COMMUNICATIONS	-	3,800.00	3,800.00	2,105.57	-	1,694.43	55.41%
5922	TELEPHONE LINES - TECHNOLOGY	-	9,500.00	9,500.00	5,937.88	-	3,562.12	62.50%
5950	POSTAGE	1,150.00	1,500.00	2,650.00	500.00	-	2,150.00	18.87%
	Total Services and Operating Expenditures (5000 to 5999)	365,036.00	540,768.00	905,804.00	209,068.54	-	686,735.46	
	Total Expenditure	2,395,864.00	556,378.00	2,952,242.00	910,391.34	-	2,041,850.66	
	Excess Revenues (Expenditures)	1,027,509.00	(524,978.00)	502,531.00	516,905.66	-	14,374.66	
Oth Financing Sources								
All Other Financing Sources (8930 to 8979)								
8965	TRANS FRM FND OF LAPSD/REORG	500,000.00	-	500,000.00	500,000.00	-	-	100.00%
	Total All Other Financing Sources (8930 to 8979)	500,000.00	-	500,000.00	500,000.00	-	-	
Revenue Contribution (8980 to 8999)								
8984	CONTRIBUTION>LCOFF	(663,039.00)	-	(663,039.00)	-	-	663,039.00	0.00%
8989	CONTRIBUTION > SPECIAL ED	(336,513.00)	-	(336,513.00)	-	-	336,513.00	0.00%
	Total Revenue Contribution (8980 to 8999)	(999,552.00)	-	(999,552.00)	500,000.00	-	999,552.00	
	Total Oth Financing Sources	(499,552.00)	-	(499,552.00)	500,000.00	-	999,552.00	

Criteria: Overview = No; Report Summary Options = Fund Summary, Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
	Fund 62 CHARTER SCHOOLS ENTERPRISE FN							
	Resource 0000 UNRESTRICTED							
	Year 0 CURRENT YEAR							
	Fund Resource Project Year							
	Net Change in Fund Balance	527,957.00	(524,978.00)	2,979.00	1,016,905.66	-	1,013,926.66	
	Calculated Ending Fund Balance	527,957.00	(524,978.00)	2,979.00	1,016,905.66	-	1,016,905.66	
	Adjusted Ending Fund Balance	527,957.00	(524,978.00)	2,979.00	1,016,905.66	-	1,016,905.66	
	Designated Fund Balance	527,957.00	(524,978.00)	2,979.00	1,016,905.66	-	1,016,905.66	
	- % Unapp/Designated	22.04 %	-	0.10 %	-	-	111.70 %	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Beginning Balance	Restatement	Revised Balances	Year To Date Activity	Pended Activity	Ending Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FN							
Resource 0000 UNRESTRICTED							
Year 0 CURRENT YEAR							
Fund Balance Project Year							
	Net Change in Fund Balance	527,957.00	(524,978.00)	2,979.00	1,016,905.66	-	1,013,926.66
Assets							
9110	CASH IN COUNTY TREASURY	-	-	-	1,016,905.66	-	1,016,905.66
Total Assets		-	-	-	1,016,905.66	-	1,016,905.66
Net Assets and Liabilities							
Fund Balance Components		(527,957.00)	-	(527,957.00)	-	-	(527,957.00)
9790	UNDESIGNATED/UNAPPROPRIATED	(527,957.00)	-	(527,957.00)	-	-	(527,957.00)
Total Fund Balance Components		(527,957.00)	-	(527,957.00)	-	-	(527,957.00)

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 0001 SUPPLEMENTAL/CONCENTRATION								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Expenditure								
Certificated Salary (1000 to 1999)								
1100	TEACHERS SALARIES - REGULAR	255,270.00	-	255,270.00	52,980.00	-	202,290.00	20.75%
1200	CERT PUPIL SUPPORT SAL - REG	59,340.00	-	59,340.00	22,765.32	-	36,574.68	38.36%
	Total Certificated Salary (1000 to 1999)	314,610.00	-	314,610.00	75,745.32	-	238,864.68	
Classified Salary (2000 to 2999)								
2100	CLASS INSTR AIDE SAL-REGULAR	67,217.00	-	67,217.00	12,781.75	-	54,435.25	19.02%
2218	COUNSELING/CAREER TECHNICIAN	21,795.00	-	21,795.00	7,946.16	-	13,848.84	36.46%
	Total Classified Salary (2000 to 2999)	89,012.00	-	89,012.00	20,727.91	-	68,284.09	
Employee Benefit (3000 to 3999)								
3101	STRS - CERTIFICATED	51,219.00	-	51,219.00	12,331.36	-	38,887.64	24.08%
3202	PERS - CLASSIFIED	16,078.00	-	16,078.00	2,994.15	-	13,083.85	18.62%
3312	SOCIAL SECURITY-CLASSIFIED	5,518.00	-	5,518.00	1,285.12	-	4,232.88	23.29%
3331	MEDICARE-CERTIFICATED	4,561.00	-	4,561.00	1,098.30	-	3,462.70	24.08%
3332	MEDICARE-CLASSIFIED	1,291.00	-	1,291.00	300.57	-	990.43	23.28%
3411	HEALTH & WELFARE BENEFITS-CRT	77,918.00	-	77,918.00	20,917.86	-	57,000.14	26.85%
3412	HEALTH & WELFARE BENEFITS-CLS	22,262.00	-	22,262.00	1,545.06	-	20,716.94	6.94%
3501	ST UNEMPLOYMENT INS-CERTIF	158.00	-	158.00	37.86	-	120.14	23.96%
3502	ST UNEMPLOYMENT INS-CLASSIFD	45.00	-	45.00	10.36	-	34.64	23.02%
3601	WORKER'S COMP-CERTIFICATED	6,764.00	-	6,764.00	1,694.92	-	5,069.08	25.06%
3602	WORKER'S COMP-CLASSIFIED	1,914.00	-	1,914.00	502.23	-	1,411.77	26.24%
	Total Employee Benefit (3000 to 3999)	187,728.00	-	187,728.00	42,717.79	-	145,010.21	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 0001 SUPPLEMENTAL/CONCENTRATION								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Expenditure								
Books and Supplies (4000 to 4999)								
4110	TEXTBOOKS	22,500.00	-	22,500.00	-	-	22,500.00	0.00%
4310	MATERIALS & SUPPLIES	22,500.00	-	22,500.00	65.09	-	22,434.91	0.29%
4314	TESTS	250.00	-	250.00	-	-	250.00	0.00%
4364	GASOLINE	2,439.00	-	2,439.00	74.00	-	2,365.00	3.03%
4445	COMPUTERS	3,000.00	-	3,000.00	-	-	3,000.00	0.00%
4710	FOOD	3,000.00	-	3,000.00	-	-	3,000.00	0.00%
	Total Books and Supplies (4000 to 4999)	53,689.00	-	53,689.00	139.09	-	53,549.91	
Services and Operating Expenditures (5000 to 5999)								
5201	EMPLOYEE MILEAGE	4,500.00	-	4,500.00	-	-	4,500.00	0.00%
5207	REGISTRATION FEES	1,250.00	-	1,250.00	-	-	1,250.00	0.00%
5209	ACCOMMODATIONS	3,500.00	-	3,500.00	-	-	3,500.00	0.00%
5261	BUS TICKETS FOR STUDENTS	3,000.00	-	3,000.00	-	-	3,000.00	0.00%
5800	CONTRACTED SERVICES	5,000.00	-	5,000.00	-	-	5,000.00	0.00%
5922	TELEPHONE LINES - TECHNOLOGY	750.00	-	750.00	-	-	750.00	0.00%
	Total Services and Operating Expenditures (5000 to 5999)	18,000.00	-	18,000.00	-	-	18,000.00	
	Total Expenditure	663,039.00	-	663,039.00	139,330.11	-	523,708.89	
	Excess Revenues (Expenditures)	(663,039.00)	-	(663,039.00)	(139,330.11)	-	523,708.89	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 0001 SUPPLEMENTAL/CONCENTRATION								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Oth Financing Sources								
Revenue Contribution (8980 to 8999)								
8984	CONTRIBUTION-LCFF	663,039.00	-	663,039.00	-	-	(663,039.00)	0.00%
Total Revenue Contribution (8980 to 8999)		663,039.00	-	663,039.00	-	-	(663,039.00)	
Total Oth Financing Sources		663,039.00	-	663,039.00	-	-	(663,039.00)	
Net Change in Fund Balance		-	-	-	(139,330.11)	-	(139,330.11)	-
Calculated Ending Fund Balance		-	-	-	(139,330.11)	-	(139,330.11)	-
Adjusted Ending Fund Balance		-	-	-	(139,330.11)	-	(139,330.11)	-
Designated Fund Balance		-	-	-	(139,330.11)	-	(139,330.11)	-
- % Unapp/Designated		- %	- %	- %	- %	- %	(100.00) %	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Beginning Balance	Restatement	Revised Balances	Year To Date Activity	Pended Activity	Ending Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FN							
Resource 0001 SUPPLEMENTAL/CONCENTRATION							
Year 0 CURRENT YEAR							
	Fund Balance Project Year						
	Net Change in Fund Balance	-	-	-	(139,330.11)	-	(139,330.11)
Assets							
9110	CASH IN COUNTY TREASURY	-	-	-	(139,330.11)	-	(139,330.11)
	Total Assets	-	-	-	(139,330.11)	-	(139,330.11)
	Net Assets and Liabilities	-	-	-	(139,330.11)	-	(139,330.11)

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 0999 PAYROLL CLEARING								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
GL Adjustments								
Accounts Payable/Suspense								
9537	EMPLOYER H&W SUSPENSE ACCT	-	-	-	(47,891.05)	-	-	-
9540	EMPLOYER S.U.I. SUSP ACCT	-	-	-	323.56	-	-	-
9542	EMPLR WORKERS COMP SUSP ACCT	-	-	-	5,923.65	-	-	-
	Total Accounts Payable/Suspense				(41,643.84)			
	Total GL Adjustments				(41,643.84)			
	Adjusted Ending Fund Balance				(41,643.84)			
	Designated Fund Balance				(41,643.84)			

Criteria: Overview = No; Report Summary Options = Fund Summary; include Fund Balance = Yes; include GL Adjustments = Yes; include GL Status = Pended; Object Group by = Major Range; include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Beginning Balance	Restatement	Revised Balances	Year To Date Activity	Pended Activity	Ending Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FN							
Resource 0999 PAYROLL CLEARING							
Year 0 CURRENT YEAR							
Fund Balance Project Year							
Assets							
9110	CASH IN COUNTY TREASURY	-	-	-	(41,643.84)	-	(41,643.84)
Total Assets		-	-	-	(41,643.84)	-	(41,643.84)
Liabilities							
9537	EMPLOYER H&W SUSPENSE ACCNT	-	-	-	47,891.05	-	47,891.05
9540	EMPLOYER S.U.I. SUSP ACCNT	-	-	-	(323.56)	-	(323.56)
9542	EMPLR WORKERS COMP SUSP ACCT	-	-	-	(5,923.65)	-	(5,923.65)
Total Liabilities		-	-	-	41,643.84	-	41,643.84
Net Assets and Liabilities		-	-	-	-	-	-

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 1400 EDUCATION PROTECTION ACCOUNT								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Revenue								
Revenue Limit Sources (8010 to 8099)								
8012	REVENUE LIMIT-EPA	524,638.00	(445,038.00)	79,600.00	20,000.00	-	59,600.00	25.13%
	Total Revenue Limit Sources (8010 to 8099)	524,638.00	(445,038.00)	79,600.00	20,000.00	-	59,600.00	
	Total Revenue	524,638.00	(445,038.00)	79,600.00	20,000.00	-	59,600.00	
Expenditure								
Certificated Salary (1000 to 1999)								
1100	TEACHERS SALARIES - REGULAR	351,250.00	-	351,250.00	8,647.13	-	342,602.87	2.46%
	Total Certificated Salary (1000 to 1999)	351,250.00	-	351,250.00	8,647.13	-	342,602.87	
Employee Benefit (3000 to 3999)								
3101	STRS - CERTIFICATED	57,184.00	-	57,184.00	1,407.75	-	55,776.25	2.46%
3331	MEDICARE-CERTIFICATED	5,093.00	-	5,093.00	125.40	-	4,967.60	2.46%
3411	HEALTH & WELFARE BENEFITS-CRT	102,036.00	-	102,036.00	8,547.06	-	93,488.94	8.38%
3501	ST UNEMPLOYMENT INS-CERTIF	176.00	-	176.00	4.34	-	171.66	2.47%
3601	WORKER'S COMP-CERTIFICATED	7,552.00	-	7,552.00	248.78	-	7,303.22	3.29%
	Total Employee Benefit (3000 to 3999)	172,041.00	-	172,041.00	10,333.33	-	161,707.67	
Books and Supplies (4000 to 4999)								
4310	MATERIALS & SUPPLIES	1,347.00	-	1,347.00	-	-	1,347.00	0.00%
	Total Books and Supplies (4000 to 4999)	1,347.00	-	1,347.00	-	-	1,347.00	
Services and Operating Expenditures (5000 to 5999)								
5716	OTHER INTERPROGRAM SERVICES	-	(445,038.00)	(445,038.00)	-	-	(445,038.00)	0.00%
	Total Services and Operating Expenditures (5000 to 5999)	-	(445,038.00)	(445,038.00)	-	-	(445,038.00)	
	Total Expenditure	524,638.00	(445,038.00)	79,600.00	18,980.46	-	60,619.54	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 1400 EDUCATION PROTECTION ACCOUNT								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
-	Excess Revenues (Expenditures)	-	-	-	1,019.54	-	1,019.54	-
-	Net Change in Fund Balance	-	-	-	1,019.54	-	1,019.54	-
-	Calculated Ending Fund Balance	-	-	-	1,019.54	-	1,019.54	-
-	Adjusted Ending Fund Balance	-	-	-	1,019.54	-	1,019.54	-
-	Designated Fund Balance	-	-	-	1,019.54	-	1,019.54	-
-	% Unapp/Designated	-	-	-	-	-	1,019.54	5.37 %

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Beginning Balance	Restatement	Revised Balances	Year To Date Activity	Pended Activity	Ending Balance
Fund 62	CHARTER SCHOOLS ENTERPRISE FN						
Resource 1400	EDUCATION PROTECTION ACCOUNT						
Year 0	CURRENT YEAR						
Fund Balance	Project Year						
	Net Change in Fund Balance				1,019.54		1,019.54
Assets							
9110	CASH IN COUNTY TREASURY				1,019.54		1,019.54
Total	Assets				1,019.54		1,019.54
Net	Assets and Liabilities				1,019.54		1,019.54

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 6500 SPECIAL EDUCATION								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Expenditure								
Certificated Salary (1000 to 1999)								
1104	SPECIAL ED TEACHER	219,430.00	-	219,430.00	59,660.29	-	159,769.71	27.19%
	Total Certificated Salary (1000 to 1999)	<u>219,430.00</u>	-	<u>219,430.00</u>	<u>59,660.29</u>	-	<u>159,769.71</u>	
Classified Salary (2000 to 2999)								
2122	INSTR AIDE SAL HRLY-SPECL ED	20,196.00	-	20,196.00	2,916.38	-	17,279.62	14.44%
	Total Classified Salary (2000 to 2999)	<u>20,196.00</u>	-	<u>20,196.00</u>	<u>2,916.38</u>	-	<u>17,279.62</u>	
Employee Benefit (3000 to 3999)								
3101	STRS - CERTIFICATED	35,723.00	-	35,723.00	8,748.44	-	26,974.56	24.49%
3202	PERS - CLASSIFIED	3,648.00	-	3,648.00	481.00	-	3,167.00	13.46%
3312	SOCIAL SECURITY-CLASSIFIED	1,252.00	-	1,252.00	180.82	-	1,071.18	14.44%
3331	MEDICARE-CERTIFICATED	3,182.00	-	3,182.00	865.07	-	2,316.93	27.19%
3332	MEDICARE-CLASSIFIED	293.00	-	293.00	42.29	-	250.71	14.43%
3411	HEALTH & WELFARE BENEFITS-CRT	35,868.00	-	35,868.00	12,316.05	-	23,551.95	34.34%
3501	ST UNEMPLOYMENT INS-CERTIF	109.00	-	109.00	29.81	-	79.19	27.35%
3502	ST UNEMPLOYMENT INS-CLASSIFD	10.00	-	10.00	1.46	-	8.54	14.60%
3601	WORKER'S COMP-CERTIFICATED	4,718.00	-	4,718.00	1,390.07	-	3,327.93	28.46%
3602	WORKER'S COMP-CLASSIFIED	434.00	-	434.00	63.34	-	370.66	14.59%
	Total Employee Benefit (3000 to 3999)	<u>85,237.00</u>	-	<u>85,237.00</u>	<u>24,128.35</u>	-	<u>61,108.65</u>	
Books and Supplies (4000 to 4999)								
4310	MATERIALS & SUPPLIES	1,000.00	-	1,000.00	-	-	1,000.00	0.00%
4312	SUBSCRIPTIONS/PERIODICALS	100.00	-	100.00	-	-	100.00	0.00%

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

Run: 11/8/2018 11:52 AM Copyright © 1998 The California Educational Computer Consortium Joint Powers Authority. All Rights Reserved.

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
Resource 6500 SPECIAL EDUCATION								
Year 0 CURRENT YEAR								
Fund Resource Project Year								
Expenditure								
	Books and Supplies (4000 to 4999)							
4314	TESTS	500.00		500.00			500.00	0.00%
	Total Books and Supplies (4000 to 4999)	500.00		500.00			500.00	0.00%
	Services and Operating Expenditures (5000 to 5999)							
5201	EMPLOYEE MILEAGE	3,500.00		3,500.00	903.77		2,596.23	25.82%
5207	REGISTRATION FEES	1,000.00		1,000.00	557.53		442.47	55.75%
5209	ACCOMMODATIONS	2,000.00		2,000.00	94.08		1,905.92	4.70%
5800	CONTRACTED SERVICES	1,000.00		1,000.00			1,000.00	0.00%
5819	OTHER INTER-LEA CONTRACTS	2,500.00		2,500.00			2,500.00	0.00%
5950	POSTAGE	50.00		50.00			50.00	0.00%
	Total Services and Operating Expenditures (5000 to 5999)	10,050.00		10,050.00	1,555.38		8,494.62	
	Total Expenditure	336,513.00		336,513.00	88,260.40		248,252.60	
	Excess Revenues (Expenditures)	(336,513.00)		(336,513.00)	(88,260.40)		248,252.60	
Oth Financing Sources								
	Revenue Contribution (8980 to 8999)							
8989	CONTRIBUTION > SPECIAL ED	336,513.00		336,513.00			(336,513.00)	0.00%
	Total Revenue Contribution (8980 to 8999)	336,513.00		336,513.00			(336,513.00)	
	Total Oth Financing Sources	336,513.00		336,513.00			(336,513.00)	
	Net Change in Fund Balance				(88,260.40)		(88,260.40)	
	Calculated Ending Fund Balance				(88,260.40)		(88,260.40)	
	Adjusted Ending Fund Balance				(88,260.40)		(88,260.40)	
	Designated Fund Balance				(88,260.40)		(88,260.40)	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62	CHARTER SCHOOLS ENTERPRISE FN							
Resource	6500 SPECIAL EDUCATION							
Year 0	CURRENT YEAR							
Fund Resource Project Year								
	- % Unapp/Designated		- %					
							(100.00) %	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Beginning Balance	Restatement	Revised Balances	Year To Date Activity	Pended Activity	Ending Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FN							
Resource 6500 SPECIAL EDUCATION							
Year 0 CURRENT YEAR							
Fund Balance Project Year							
	Net Change in Fund Balance				(88,260.40)		(88,260.40)
Assets							
	9110 CASH IN COUNTY TREASURY				(88,260.40)		(88,260.40)
	Total Assets				(88,260.40)		(88,260.40)
	Net Assets and Liabilities				(88,260.40)		(88,260.40)

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

**HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)**

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
All Selected Resource								
Fund Summary								
Revenue								
Revenue Limit Sources (8010 to 8099)								
8011	REVENUE LIMIT ST AID-CURR YR	2,088,304.00	(104,162.00)	1,984,142.00	1,427,297.00	-	556,845.00	71.94%
8012	REVENUE LIMIT-EPA	524,638.00	(445,038.00)	79,600.00	20,000.00	-	59,600.00	25.13%
8096	TRANSFERS>CHARTERS IN LIEU TA	1,335,069.00	135,562.00	1,470,631.00	-	-	1,470,631.00	0.00%
	Total Revenue Limit Sources (8010 to 8099)	3,948,011.00	(413,638.00)	3,534,373.00	1,447,297.00	-	2,087,076.00	
	Total Revenue	3,948,011.00	(413,638.00)	3,534,373.00	1,447,297.00	-	2,087,076.00	
Expenditure								
Certificated Salary (1000 to 1999)								
1100	TEACHERS SALARIES - REGULAR	1,251,863.00	-	1,251,863.00	280,453.86	-	971,409.14	22.40%
1104	SPECIAL ED TEACHER	219,430.00	-	219,430.00	59,660.29	-	159,769.71	27.19%
1150	TEACHER SALARY - SUBSTITUTES	-	400.00	400.00	356.54	-	43.46	89.14%
1200	CERT PUPIL SUPPORT SAL - REG	26,707.00	-	26,707.00	3,366.00	-	23,341.00	12.60%
1300	CERT SUPRVSR'S & ADMIN'S SAL	59,340.00	-	59,340.00	22,765.32	-	36,574.68	38.36%
1900	OTHER CERT SALARY-REGULAR	89,600.00	-	89,600.00	37,333.32	-	52,266.68	41.67%
	Total Certificated Salary (1000 to 1999)	72,420.00	-	72,420.00	36,373.36	-	36,046.64	50.23%
	Total	1,719,360.00	400.00	1,719,760.00	440,308.69	-	1,279,451.31	
Classified Salary (2000 to 2999)								
2100	CLASS INSTR AIDE SAL-REGULAR	67,217.00	-	67,217.00	12,781.75	-	54,435.25	19.02%
2122	INSTR AIDE SAL HRLY-SPECL ED	20,196.00	-	20,196.00	2,916.38	-	17,279.62	14.44%
2214	CUSTODIAN	7,568.00	-	7,568.00	1,771.68	-	5,796.32	23.41%
2218	COUNSELING/CAREER TECHNICIAN	21,795.00	-	21,795.00	7,946.16	-	13,848.84	36.46%
2255	COMPUTER LAB TECHNICIAN	58,900.00	-	58,900.00	19,633.32	-	39,266.68	33.33%

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
All Selected Resource								
All Selected Year								
Fund Summary								
Expenditure								
Classified Salary (2000 to 2999)								
2307	COORDINATOR	96,735.00	-	96,735.00	39,100.00	-	57,635.00	40.42%
2402	ACCOUNT TECHNICIAN	136,456.00	-	136,456.00	35,939.89	-	100,516.11	26.34%
2403	CLERICAL TECHNICIAN	94,469.00	-	94,469.00	28,794.36	-	65,674.64	30.48%
2405	ATTENDANCE TECHNICIAN	54,081.00	-	54,081.00	24,947.20	-	29,133.80	46.13%
2900	OTHER CLASS SALARIES-REGULAR	130,845.00	-	130,845.00	33,054.45	-	97,790.55	25.26%
	Total Classified Salary (2000 to 2999)	688,262.00	-	688,262.00	206,885.19	-	481,376.81	
Employee Benefit (3000 to 3999)								
3101	STRS - CERTIFICATED	279,913.00	-	279,913.00	68,440.06	-	211,472.94	24.45%
3201	PERS - CERTIFICATED	-	10,000.00	10,000.00	1,407.02	-	8,592.98	14.07%
3202	PERS - CLASSIFIED	103,240.00	-	103,240.00	32,349.30	-	70,890.70	31.33%
3311	SOCIAL SECURITY-CERTIFICATED	-	5,000.00	5,000.00	500.03	-	4,499.97	10.00%
3312	SOCIAL SECURITY-CLASSIFIED	39,981.00	-	39,981.00	12,826.92	-	27,154.08	32.08%
3331	MEDICARE-CERTIFICATED	24,930.00	-	24,930.00	6,384.45	-	18,545.55	25.61%
3332	MEDICARE-CLASSIFIED	9,351.00	-	9,351.00	2,999.88	-	6,351.12	32.08%
3411	HEALTH & WELFARE BENEFITS-CRT	375,987.00	-	375,987.00	110,923.63	-	265,063.37	29.50%
3412	HEALTH & WELFARE BENEFITS-CLS	140,995.00	-	140,995.00	45,509.80	-	95,485.20	32.28%
3501	ST UNEMPLOYMENT INS-CERTIF	860.00	-	860.00	220.16	-	639.84	25.60%
3502	ST UNEMPLOYMENT INS-CLASSIFD	322.00	-	322.00	103.40	-	218.60	32.11%
3601	WORKER'S COMP-CERTIFICATED	36,966.00	-	36,966.00	10,207.17	-	26,758.83	27.61%
3602	WORKER'S COMP-CLASSIFIED	13,865.00	-	13,865.00	4,837.72	-	9,027.28	34.89%
	Total Employee Benefit (3000 to 3999)	1,026,410.00	15,000.00	1,041,410.00	296,709.54	-	744,700.46	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
All Selected Resource								
Fund Summary								
Expenditure								
Books and Supplies (4000 to 4999)								
4110	TEXTBOOKS	32,500.00	-	32,500.00	439.65	-	32,060.35	1.35%
4241	COMPUTERD BOOKS (NOT TEXTS)	1,000.00	-	1,000.00	-	-	1,000.00	0.00%
4310	MATERIALS & SUPPLIES	35,497.00	-	35,497.00	937.92	-	34,559.08	2.64%
4312	SUBSCRIPTIONS/PERIODICALS	350.00	-	350.00	-	-	350.00	0.00%
4314	TESTS	1,100.00	-	1,100.00	-	-	1,100.00	0.00%
4351	OFFICE SUPPLIES	3,500.00	150.00	3,650.00	404.97	-	3,245.03	11.10%
4364	GASOLINE	2,439.00	-	2,439.00	74.00	-	2,365.00	3.03%
4374	CUSTODIAL SUPPLIES	5,500.00	-	5,500.00	171.32	-	5,328.68	3.11%
4377	GROUPS SUPPLIES	500.00	-	500.00	-	-	500.00	0.00%
4392	MEDICAL SUPPLIES	250.00	60.00	310.00	262.43	-	47.57	84.65%
4393	WORKSHOP REFRESHMENTS	2,800.00	-	2,800.00	144.68	-	2,655.32	5.17%
4445	COMPUTERS	3,000.00	-	3,000.00	-	-	3,000.00	0.00%
4453	OTHER TECHNOLOGY	1,500.00	-	1,500.00	-	-	1,500.00	0.00%
4710	FOOD	3,000.00	-	3,000.00	-	-	3,000.00	0.00%
	Total Books and Supplies (4000 to 4999)	92,936.00	210.00	93,146.00	2,434.97	-	90,711.03	
Services and Operating Expenditures (5000 to 5999)								
5201	EMPLOYEE MILEAGE	23,000.00	5,000.00	28,000.00	4,327.02	-	23,672.98	15.45%
5207	REGISTRATION FEES	16,250.00	1,500.00	17,750.00	9,078.34	-	8,671.66	51.15%
5209	ACCOMMODATIONS	19,000.00	9,000.00	28,000.00	4,222.19	-	23,777.81	15.08%
5261	BUS TICKETS FOR STUDENTS	3,000.00	-	3,000.00	-	-	3,000.00	0.00%
5300	DUES & MEMBERSHIPS	1,750.00	5,500.00	7,250.00	5,190.00	-	2,060.00	71.89%
5500	UTILITIES & HOUSEKEEPING SRV	-	3,500.00	3,500.00	1,200.00	-	2,300.00	34.29%

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
All Selected Resource								
All Selected Year								
Fund Summary								
Expenditure								
Services and Operating Expenditures (5000 to 5999)								
5520	ELECTRICITY SERVICES	-	6,000.00	6,000.00	3,196.95	-	2,803.05	53.28%
5530	WATER SERVICES	-	1,200.00	1,200.00	476.24	-	723.76	39.69%
5531	BOTTLED WATER SERVICE	-	500.00	500.00	174.50	-	325.50	34.90%
5560	WASTE DISPOSAL	-	1,100.00	1,100.00	318.30	-	781.70	28.94%
5612	RENTALS AND LEASES-BUILDINGS	246,436.00	-	246,436.00	103,240.00	-	143,196.00	41.89%
5618	RENTALS AND LEASES-VEHICLES	500.00	-	500.00	-	-	500.00	0.00%
5623	RENTALS AND LEASES-EQUIPMENT	7,500.00	-	7,500.00	-	-	7,500.00	0.00%
5637	MAINTENANCE AGREEMENTS	12,000.00	2,700.00	14,700.00	2,313.66	-	12,386.34	15.74%
5800	CONTRACTED SERVICES	31,100.00	34,400.00	65,500.00	55,373.68	-	10,126.32	84.54%
5801	STUDENT TRAVEL/FIELDTRIPS	4,000.00	-	4,000.00	599.95	-	3,400.05	15.00%
5811	CO-OP CONTRACT	-	-	-	3,619.00	-	(3,619.00)	No Bdgt
5812	LIBRARY CONTRACT	9,000.00	-	9,000.00	-	-	9,000.00	0.00%
5819	OTHER INTER-LEA CONTRACTS	2,500.00	-	2,500.00	-	-	2,500.00	0.00%
5831	ADVERTISEMENTS	-	250.00	250.00	229.64	-	20.36	91.86%
5845	INFORMTN NETWORK SERV CONTR	15,000.00	-	15,000.00	-	-	15,000.00	0.00%
5861	FINGERPRINTING	-	-	-	-	-	-	0.00%
5881	OTHER CHARGES/FEEES	100.00	5,030.00	5,030.00	4,308.00	-	722.00	85.65%
5909	TELEPHONE/COMMUNICATIONS	-	5,250.00	5,350.00	4,213.00	-	1,137.00	78.75%
5922	TELEPHONE LINES - TECHNOLOGY	-	3,800.00	3,800.00	2,105.57	-	1,694.43	55.41%
5950	POSTAGE	750.00	9,500.00	10,250.00	5,937.88	-	4,312.12	57.93%
	Total Services and Operating Expenditures (5000 to 5999)	1,200.00	1,500.00	2,700.00	500.00	-	2,200.00	18.32%
	Total Expenditure	393,086.00	95,730.00	488,816.00	210,623.92	-	278,192.08	
		3,920,054.00	111,340.00	4,031,394.00	1,156,962.31	-	2,874,431.69	

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Adopted Budget	Year To Date Revisions	Revised Budget	Year To Date Activity	Pended Activity	Remaining Balance	Budget % Used
Fund 62 CHARTER SCHOOLS ENTERPRISE FN								
All Selected Resource								
All Selected Year								
Fund Summary								
	Excess Revenues (Expenditures)	27,957.00	(524,978.00)	(497,021.00)	290,334.69		787,355.69	
Oth Financing Sources								
All Other Financing Sources (8930 to 8979)								
8965	TRANS FRM FND OF LAPSD/REORG	500,000.00		500,000.00	500,000.00			100.00%
	Total All Other Financing Sources (8930 to 8979)	500,000.00		500,000.00	500,000.00			
	Total Oth Financing Sources	500,000.00		500,000.00	500,000.00			
	Net Change in Fund Balance	527,957.00	(524,978.00)	2,979.00	790,334.69		787,355.69	
	Calculated Ending Fund Balance	527,957.00	(524,978.00)	2,979.00	790,334.69		790,334.69	
GL Adjustments								
Accounts Payable/Suspense								
9637	EMPLOYER H&W SUSPENSE ACCT				(47,891.05)			
9540	EMPLOYER S.U.I. SUSP ACCT				323.56			
9542	EMPLR WORKERS COMP SUSP ACCT				5,923.65			
	Total Accounts Payable/Suspense				(41,643.84)			
	Total GL Adjustments				(41,643.84)			
	Adjusted Ending Fund Balance	527,957.00	(524,978.00)	2,979.00	748,690.85		790,334.69	
	Designated Fund Balance	527,957.00	(524,978.00)	2,979.00	748,690.85		790,334.69	
	- % Unapp/Designated	13.47 %		0.07 %				68.31 %

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Statement Report - Detail (From: 10/1/2018 To: 10/31/2018)

Object	Object Description	Beginning Balance	Restatement	Revised Balances	Year To Date Activity	Pended Activity	Ending Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FN							
All Selected Resource							
All Selected Year							
Fund Balance Summary							
	Net Change in Fund Balance	527,957.00	(524,978.00)	2,979.00	790,334.69	-	787,355.69
Assets							
9110	CASH IN COUNTY TREASURY	-	-	-	748,690.85	-	748,690.85
Total Assets		-	-	-	748,690.85	-	748,690.85
Liabilities							
9637	EMPLOYER H&W SUSPENSE ACCT	-	-	-	47,891.05	-	47,891.05
9540	EMPLOYER S.U.I. SUSP ACCT	-	-	-	(323.56)	-	(323.56)
9542	EMPLR WORKERS COMP SUSP ACCT	-	-	-	(5,923.65)	-	(5,923.65)
Total Liabilities		-	-	-	41,643.84	-	41,643.84
Net Assets and Liabilities		-	-	-	790,334.69	-	790,334.69
Fund Balance Components							
9790	UNDESIGNATED/UNAPPROPRIATED	(527,957.00)	-	(527,957.00)	-	-	(527,957.00)
Total Fund Balance Components		(527,957.00)	-	(527,957.00)	-	-	(527,957.00)

Criteria: Overview = No; Report Summary Options = Fund Summary; Include Fund Balance = Yes; Include GL Adjustments = Yes; Include GL Status = Pended; Object Group by = Major Range ; Include Range Detail = Yes; Summarize = Fund / Resource / Year; Page Break by Summarize = Yes; Fund = 62

Agenda Item 2

BUSINESS AND FINANCE

Subject:

2.2 Consideration of additional employee insurance options through Aflac for NU-Siskiyou

Action Requested:

Approval

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

Aflac plans provide additional safety insurance for out of pocket expenses.

These insurance plans are self funded by participants.

If employees wish to enroll, this year's timeline would be December 1, 2018 through November 30, 2018 and billing is approved and managed through SCOE.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck



An Independent Agent Representing Aflac


To: Northern United Siskiyou Charter School
From: Matthew Fordham Agent / Gary Ogle District Sales Manager Aflac North Coast
Re: Highlights New Benefit Proposition -Aflac
Date: October 19, 2018
CC: Lynda Speck

Dear Northern United Siskiyou Charter School Board,

Some of the high lights of bringing Aflac in as an employee self-funded benefit option include.

- No Cost to the School District Plans are self-funded by the participant
- Majority of plans are done on a pre-tax basis which provides a savings to both the district and to the participating employee as cost is done pre-taxed.
- Plans provide additional safety net for out of pocket expenses and costs associate with medical and personal expenses incurred by the participant due to an illness or accident.
- Time Line Plan year will be Dec 1, 2018 to Nov 30th 2019
 - Implementation will be done thru on site enrollment meetings with staff both Certificated and Classified. Waivers will be included for anyone not interested in participating.
 - Meetings will be conducted in October & or November pending Board adoption and completed no later than Nov 30th.
 - A normal enrollment of a school location takes 2-3 sessions usually half days.
- Billing is approved by the SCOE and has a system in place to be managed thru the SCOE as it is with our 12 other school districts that are in place offering Aflac currently.

Thank You,



Gary Ogle
District Sales Manager
Aflac North Coast
134 D Street Suite 202
Eureka Ca, 95501 707-443-3149

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 for NU-Humboldt Charter School

Action Requested:

Approval

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. See attached.

Fiscal Implications:

Warrants:

NU-Humboldt Charter School - \$ 61,500.21

Payroll:

NU-Humboldt Charter School - \$ 96,294.19

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

APY500
 A/P BATCH 0022
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J4156 10/16/2018
 PAGE 1

BATCH: 0022 A/P 1015 << Held for Audit >> FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO									AMOUNT	UT	UT OBJ RATE	USE TAX AMT	FLAG
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu Res	Y Goal	Func	Obj	Sch Mgmt					
030091-01 AT&T															
	PV-190150	10/05/18	70782256614031		01	62-0000-0-1110-2700-5909-000-0000					518.93	N		0.00	N
	TOTAL PAYMENT AMOUNT										518.93	*		0.00	*
030052-01 CITY OF ARCATA															
	PV-190160	09/28/18	ACCT 020753000		01	62-0000-0-1193-8100-5530-000-8013					105.87	N		0.00	N
	PV-190160	09/28/18	ACCT 020753000		01	62-0000-0-1193-8100-5530-000-8013					75.56	N		0.00	N
	TOTAL PAYMENT AMOUNT										181.43	*		0.00	*
030048-01 DEPARTMENT OF JUSTICE															
	PV-190157	10/03/18	INV 333989		01	62-0000-0-1110-2700-5861-000-0000					2,323.00	N		0.00	N
	TOTAL PAYMENT AMOUNT										2,323.00	*		0.00	*
030046-01 FRONTIER COMMUNICATIONS															
	PV-190156	09/15/18	ACCT 7076293634		01	62-0000-0-1192-2700-5922-000-0000					274.83	N		0.00	N
	TOTAL PAYMENT AMOUNT										274.83	*		0.00	*
030058-01 HUMBOLDT BAY INN															
	PV-190162	09/20/18	INV M8092018		01	62-0000-0-1110-2700-5209-000-0000					2,493.92	N		0.00	N
	TOTAL PAYMENT AMOUNT										2,493.92	*		0.00	*
030092-01 HUMBOLDT BAY MARITIME MUSEUM															
	PV-190152	10/11/18	MARY LYONS		01	62-0000-0-1110-1000-5801-000-8064					140.00	N		0.00	N
	TOTAL PAYMENT AMOUNT										140.00	*		0.00	*
030026-01 P G & E															
	PV-190151	09/14/18	5685337056-9		01	62-0000-0-1193-8100-5520-000-0000					638.25	N		0.00	N
	PV-190155	09/20/18	ACCT 23002688671		01	62-0000-0-1193-8100-5520-000-0000					84.67	N		0.00	N
	TOTAL PAYMENT AMOUNT										722.92	*		0.00	*

APY500
A/P BATCH 0022
75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE DISTRICT PRELIST
ALL BATCH TYPES

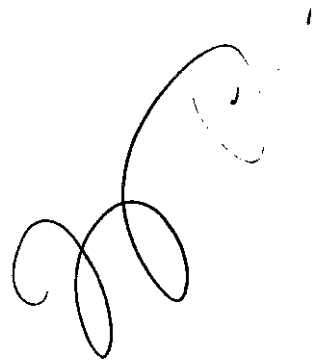
#J4156 10/16/2018
PAGE 2

BATCH: 0022 A/P 1015

<< Held for Audit >>

FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099																
REQ NO	REF NO	INV DATE	INV DESC DTL# LN	Fu Res	Y Goal	Func	Obj	Sch Mgmt	AMOUNT	UT	UT OBJ	RATE	USE TAX	AMT	FLAG				
=====																			
030044-01	RECOLOGY HUMBOLDT COUNTY																		
	PV-190159	09/01/18	ACCT 060777177	01		62-0000-0-1193-8100-5560-000-8039			108.74	N				0.00	N				
	TOTAL PAYMENT AMOUNT														108.74	*		0.00	*
030035-01	SCHOOL PATHWAYS LLC																		
	PV-190158	09/15/18	INV 51282	01		62-0000-0-1110-1000-5800-000-0000			2,100.00	N				0.00	N				
	TOTAL PAYMENT AMOUNT														2,100.00	*		0.00	*
030076-01	THE HARTFORD																		
	PV-190161	09/21/18	ACCT 15517717	01		62-0000-0-1192-2700-5881-000-0000			1,690.00	N				0.00	N				
	TOTAL PAYMENT AMOUNT														1,690.00	*		0.00	*
TOTAL FUND PAYMENT									10,553.77	**				0.00	**				
TOTAL BATCH PAYMENT									10,553.77	***				0.00	***				
TOTAL ACCOUNTS PAYABLE									10,553.77	****				0.00	****				



APY500
 BATCH 0023 PRELIST
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J5888 10/24/2018
 PAGE 1

BATCH: 0023 APRIL A/P 10/17 << Held for Audit >> FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099
REQ NO	REF NO	INV DATE	INV DESC DTL# LN Fu Res Y Goal Func Obj Sch Mgmt
AMOUNT	UT	UT OBJ RATE	USE TAX AMT FLAG
=====			
030069-01	HEALTH SPORT ARCATA		
PV-190163	10/08/18 10 PASS BRONSON	01 62-0000-0-1110-1000-5801-000-8064	100.00 N 0.00 N
		TOTAL PAYMENT AMOUNT	100.00 * 0.00 *
030094-01	LINDLEY, TAMARA		
PV-190165	10/15/18 EMPLOYEE REIM	01 62-0000-0-1110-1000-4351-000-0000	253.42 N 0.00 N
PV-190165	10/15/18 EMPLOYEE REIM	01 62-0000-0-1110-1000-5201-000-0000	106.38 N 0.00 N
		TOTAL PAYMENT AMOUNT	359.80 * 0.00 *
030038-01	RENAISSANCE INTERNET		
PV-190164	10/01/18 PO CS17-611	01 62-0000-0-1110-1000-5800-000-0000	128.85 N 0.00 N
		TOTAL PAYMENT AMOUNT	128.85 * 0.00 *
TOTAL FUND PAYMENT			588.65 ** 0.00 **
TOTAL BATCH PAYMENT			588.65 *** 0.00 ***
TOTAL ACCOUNTS PAYABLE			588.65 **** 0.00 ****

APY500
 BATCH 0024 PRELIST
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J5889 10/24/2018
 PAGE 1

BATCH: 0024 A/P 1024 << Held for Audit >> FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099
REQ NO	REF NO	INV DATE	INV DESC DTL# LN Fu Res Y Goal Func Obj Sch Mgmt
AMOUNT	UT	UT OBJ RATE	USE TAX AMT FLAG
=====			
030099-01	A BRIGHTER CHILD		
PV-190177	09/27/18 INV 46369	01 62-0000-0-1110-1000-4110-000-0000	439.65 N 0.00 N
		TOTAL PAYMENT AMOUNT	439.65 * 0.00 *
030089-01 BLICK ART MATERIALS			
PV-190175	09/26/18 PO HC19-0144	01 62-0000-0-1110-1000-4310-000-0000	73.56 N 0.00 N
		TOTAL PAYMENT AMOUNT	73.56 * 0.00 *
030093-01 BLOCK, MITCH			
PV-190178	10/15/18 EMPLOYEE REIMBUR	01 62-6500-0-5770-1190-5201-000-0000	283.94 N 0.00 N
PV-190178	10/15/18 EMPLOYEE REIMBUR	01 62-6500-0-5770-1190-5209-000-0000	94.08 N 0.00 N
PV-190179	10/15/18 EMPLOYEE REIMB	01 62-6500-0-5770-1190-5201-000-0000	386.95 N 0.00 N
		TOTAL PAYMENT AMOUNT	764.97 * 0.00 *
030095-01 CONTI, LACY			
PV-190180	10/15/18 EMPLOYEE REIMB	01 62-0000-0-1110-2700-4310-000-0000	36.03 N 0.00 N
		TOTAL PAYMENT AMOUNT	36.03 * 0.00 *
030023-01 ELLSMORE, JAMIE			
PV-190181	10/11/18 EMPLOYEE REIMB	01 62-0001-0-1500-1000-4310-000-0000	65.09 N 0.00 N
		TOTAL PAYMENT AMOUNT	65.09 * 0.00 *
030098-01 NORTH HUMBOLDT REC & PARK DIST			
PV-190173	09/30/18 PO HC19-0102	01 62-0000-0-1110-1000-5800-000-8036	130.00 N 0.00 N
PV-190174	09/30/18 PO HC19-0052	01 62-0000-0-1110-1000-5800-000-8036	260.00 N 0.00 N
		TOTAL PAYMENT AMOUNT	390.00 * 0.00 *
030096-01 STAPLES ADVANTAGE			
PV-190168	09/14/18 ORD 7204218415	01 62-0000-0-1110-1000-4351-000-0000	92.32 N 0.00 N
PV-190169	09/06/18 CUST 70001747	01 62-0000-0-1110-1000-4310-000-0000	17.51 N 0.00 N
PV-190169	09/06/18 CUST 70001747	01 62-0000-0-1110-1000-4310-000-0000	55.29 N 0.00 N
PV-190170	08/31/18 PO HC19-0071	01 62-0000-0-1110-1000-4310-000-0000	11.31 N 0.00 N
PV-190170	08/31/18 PO HC19-0071	01 62-0000-0-1110-1000-4310-000-0000	235.21 N 0.00 N
PV-190171	08/30/18 PO HC19-0069	01 62-0000-0-1192-2700-4351-000-0000	40.99 N 0.00 N

APY500
BATCH 0024 PRELIST
75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE DISTRICT PRELIST
ALL BATCH TYPES

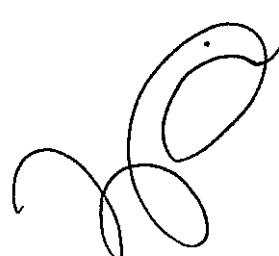
#J5889 10/24/2018
PAGE 2

BATCH: 0024 A/P 1024

<< Held for Audit >>

FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099					
REQ NO	REF NO	INV DATE	INV DESC DTL# LN Fu Res Y Goal Func Obj Sch Mgmt	AMOUNT	UT	UT OBJ RATE	USE TAX AMT	FLAG
030096-01 (CONTINUED)								
PV-190171	08/30/18	PO HC19-0069	01	62-0000-0-1192-2700-4351-000-0000	18.24	N	0.00	N
PV-190172	08/31/18	PO HC19-0070	01	62-0000-0-1110-1000-4310-000-0000	108.84	N	0.00	N
PV-190172	08/31/18	PO HC19-0070	01	62-0000-0-1110-1000-4310-000-0000	123.74	N	0.00	N
TOTAL PAYMENT AMOUNT					703.45	*	0.00	*
030090-01 ULINE								
PV-190167	10/04/18	INV 101876395	01	62-0000-0-1110-1000-4392-000-0000	102.71	N	0.00	N
PV-190176	09/18/18	INV 101341354	01	62-0000-0-1110-2700-4392-000-0000	159.72	N	0.00	N
TOTAL PAYMENT AMOUNT					262.43	*	0.00	*
030097-01 WARD'S SCIENCE								
PV-190166	10/01/18	INV 8083944327	01	62-0000-0-1110-1000-4310-000-0000	82.26	N	0.00	N
TOTAL PAYMENT AMOUNT					82.26	*	0.00	*
TOTAL FUND PAYMENT					2,817.44	**	0.00	**
TOTAL BATCH PAYMENT					2,817.44	***	0.00	***
TOTAL ACCOUNTS PAYABLE					2,817.44	****	0.00	****



APY500
 APRIL A/P BATCH 0025
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J6542 10/26/2018
 PAGE 1

BATCH: 0025 APRIL A/P BATCH 0025

<< Held for Audit >>

FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099										
REQ NO	REF NO	INV DATE	INV DESC DTL# LN	Fu Res	Y Goal	Func	Obj	Sch Mgmt	AMOUNT	UT	UT OBJ RATE	USE TAX AMT	FLAG
=====													
030102-01	ALICE TRAINING INSTITUTE LLC												
	PV-190193	10/01/18	INV 36747	01		62-0000-0-1110-2700-5207-000-0000			1,540.45	N		0.00	N
	TOTAL PAYMENT AMOUNT								1,540.45	*		0.00	*
030004-01	AMBROSINI, DENNIS 549779950												
	PV-190183	10/26/18	NOVEMBER RENT	01		62-0000-0-1195-8700-5612-000-8075			2,500.00	N		0.00	Y
	TOTAL PAYMENT AMOUNT								2,500.00	*		0.00	*
030091-01	AT&T												
	PV-190196	09/05/18	ACCT707268820852	01		62-0000-0-1110-2700-5909-000-0000			724.78	N		0.00	N
	TOTAL PAYMENT AMOUNT								724.78	*		0.00	*
030005-01	CAMPTON PLAZA												
	PV-190184	10/26/18	NOVEMBER RENT	01		62-0000-0-1195-8700-5612-000-8075			4,838.00	N		0.00	N
	TOTAL PAYMENT AMOUNT								4,838.00	*		0.00	*
030006-01	CUTTEN COMMUNITY CHURCH												
	PV-190185	10/26/18	NOVEMBER RENT	01		62-0000-0-1195-8700-5612-000-0000			3,960.00	N		0.00	N
	TOTAL PAYMENT AMOUNT								3,960.00	*		0.00	*
030008-01	DAGGETT, PETER JAY 573920911												
	PV-190186	10/26/18	NOVEMBER RENT	01		62-0000-0-1195-8700-5612-000-8013			3,500.00	N		0.00	Y
	TOTAL PAYMENT AMOUNT								3,500.00	*		0.00	*
030046-01	FRONTIER COMMUNICATIONS												
	PV-190197	10/15/18	ACCT707629363407	01		62-0000-0-1192-2700-5922-000-0000			278.15	N		0.00	N
	TOTAL PAYMENT AMOUNT								278.15	*		0.00	*
030101-01	GOMES, SARAH												
	PV-190195	10/22/18	EMPLOYEE REIMBUR	01		62-0000-0-1110-2700-4393-000-0000			53.98	N		0.00	N
	TOTAL PAYMENT AMOUNT								53.98	*		0.00	*

APY500
 APRIL A/P BATCH 0025
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J6542 10/26/2018
 PAGE 2

BATCH: 0025 APRIL A/P BATCH 0025 << Held for Audit >> FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO																	1099			
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	AMOUNT	UT	UT	OBJ	RATE	USE	TAX	AMT	FLAG
030007-01	HADLEY FAMILY TRUST	276259023																				
	PV-190187	10/26/18	NOVEMBER RENT		01	62-0000-0-1195-8700-5612-000-0000								400.00	N					0.00		Y
			TOTAL PAYMENT AMOUNT											400.00	*					0.00		*
030069-01	HEALTH SPORT ARCATA																					
	PV-190192	10/08/18	GYMN LT (FRASER)		01	62-0000-0-1110-1000-5800-000-0000								513.00	N					0.00		N
			TOTAL PAYMENT AMOUNT											513.00	*					0.00		*
030002-01	KATZ, DAVID	218569930																				
	PV-190188	10/26/18	NOVEMBER RENT		01	62-0000-0-1195-8700-5612-000-8019								950.00	N					0.00		Y
			TOTAL PAYMENT AMOUNT											950.00	*					0.00		*
030063-01	LOVETT, SHARI																					
	PV-190194	10/08/18	EMPLOYEE REIMBUR		01	62-0000-0-1110-2700-5209-000-0000								145.59	N					0.00		N
			TOTAL PAYMENT AMOUNT											145.59	*					0.00		*
030011-01	STUDIO 299-CENTER FOR THE ARTS	364592646																				
	PV-190189	10/26/18	NOVEMBER RENT		01	62-0000-0-1195-8700-5612-000-8075								1,000.00	N					0.00		Y
			TOTAL PAYMENT AMOUNT											1,000.00	*					0.00		*
030012-01	YUROK TRIBE																					
	PV-190190	10/26/18	NOVEMBER RENT		01	62-0000-0-1195-8700-5612-000-8039								3,500.00	N					0.00		N
	PV-190191	10/26/18	NOVEMBER RENT		01	62-0000-0-1193-8100-5500-000-0000								400.00	N					0.00		N
			TOTAL PAYMENT AMOUNT											3,900.00	*					0.00		*
	TOTAL FUND PAYMENT													24,303.95	**					0.00		**
	TOTAL BATCH PAYMENT													24,303.95	***					0.00		***
	TOTAL ACCOUNTS PAYABLE													24,303.95	****					0.00		****

APY500
 APRIL A/P BATCH 0026
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J8741 11/02/2018
 PAGE 1

BATCH: 0026 APRIL A/P BATCH 0026 << Held for Audit >> FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO											1099								
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Func	Obj	Sch	Mgmt	AMOUNT	UT	UT OBJ	RATE	USE	TAX	AMT	FLAG
=====																					
030111-01	ADVANCED SECURITY SYSTEMS																				
	PV-190223	11/02/18	435619,446962,66	01		62-0000-0-1193-8100-5800-000-0000								76.50	N					0.00	N
	PV-190223	11/02/18	435619,446962,66	01		62-0000-0-1193-8100-5800-000-0000								76.50	N					0.00	N
	TOTAL PAYMENT AMOUNT													153.00	*			0.00	*		
030040-01	AVID CENTER 330522594																				
	PV-190224	09/01/18	ACCT1000005606	01		62-0000-0-1110-1000-5207-000-0000								2,086.50	N					0.00	N
	TOTAL PAYMENT AMOUNT													2,086.50	*			0.00	*		
030103-01	CHARTER SCHOOLS DEVLMT CENTER																				
	PV-190198	10/15/18	INV 7996	01		62-0000-0-1192-2700-5300-000-0000								1,248.00	N					0.00	N
	TOTAL PAYMENT AMOUNT													1,248.00	*			0.00	*		
030104-01	DALE R MYERS & ASSOC LLC 203925636																				
	PV-190199	10/21/18	INV NUCS1819-01	01		62-0001-0-1500-1000-5800-000-0000								2,021.80	N					0.00	Y
	TOTAL PAYMENT AMOUNT													2,021.80	*			0.00	*		
030105-01	FRC-ELP																				
	PV-190200	10/02/18	INV NC19-0047	01		62-0000-0-1110-1000-5801-000-0000								200.00	N					0.00	N
	TOTAL PAYMENT AMOUNT													200.00	*			0.00	*		
030061-01	GREAT AMERICAN FINANCIAL SERV																				
	PV-190220	10/08/18	AGRMNT0121176051	01		62-0000-0-1192-2700-5637-000-0000								268.59	N					0.00	N
	PV-190220	10/08/18	AGRMNT0121176051	01		62-0000-0-1110-2700-5637-000-0000								268.60	N					0.00	N
	TOTAL PAYMENT AMOUNT													537.19	*			0.00	*		
030021-01	HUMBOLDT HOUSE CLEANING																				
	PV-190201	10/31/18	INV 077685	01		62-0000-0-1193-8100-5800-000-0000								810.00	N					0.00	Y
	TOTAL PAYMENT AMOUNT													810.00	*			0.00	*		

APY500
 APRIL A/P BATCH 0026
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J8741 11/02/2018
 PAGE 2

BATCH: 0026 APRIL A/P BATCH 0026 << Held for Audit >> FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099						
REQ NO	REF NO	INV DATE	INV DESC DTL# LN Fu Res Y Goal Func Obj Sch Mgmt	AMOUNT	UT	UT OBJ RATE	USE TAX AMT	FLAG	
=====									
030083-01	JOHNSTON, MIRANDA								
	PV-190215	10/30/18	MILEAGE	01	62-0001-0-1500-3110-5201-000-0000	406.57	N	0.00	N
	TOTAL PAYMENT AMOUNT				406.57	*		0.00	*
030063-01 LOVETT, SHARI									
	PV-190203	10/18/18	CCSA ACCOMODTION	01	62-0000-0-1110-2700-5209-000-0000	1,197.37	N	0.00	N
	PV-190204	10/16/18	PROFDEVLUNCH9/26	01	62-0000-0-1110-1000-4393-000-0000	394.89	N	0.00	N
	PV-190205	10/18/18	MILEAGE	01	62-0000-0-1110-2700-5201-000-0000	342.04	N	0.00	N
	TOTAL PAYMENT AMOUNT				1,934.30	*		0.00	*
030026-01 P G & E									
	PV-190221	10/15/18	ACCT5685337056-9	01	62-0000-0-1193-8100-5510-000-0000	563.07	N	0.00	N
	TOTAL PAYMENT AMOUNT				563.07	*		0.00	*
030109-01 SCHAEFER, SARAH									
	PV-190206	10/23/18	AVID ACCOM 10/27	01	62-0000-0-1110-1000-5209-000-0000	275.88	N	0.00	N
	TOTAL PAYMENT AMOUNT				275.88	*		0.00	*
030087-01 SCHARLACK, HEATHER									
	PV-190214	10/29/18	POST/MATSUP/HCOE	01	62-0000-0-1110-1000-4310-000-0000	375.54	N	0.00	N
	PV-190214	10/29/18	POST/MATSUP/HCOE	01	62-0000-0-1110-1000-5950-000-0000	13.00	N	0.00	N
	PV-190214	10/29/18	POST/MATSUP/HCOE	01	62-0000-0-1110-1000-5207-000-0000	30.00	N	0.00	N
	TOTAL PAYMENT AMOUNT				418.54	*		0.00	*
030028-01 SECURITY LOCK & ALARM									
	PV-190222	09/28/18	INV 106592	01	62-0000-0-1193-8100-5800-000-8039	1,228.50	N	0.00	N
	TOTAL PAYMENT AMOUNT				1,228.50	*		0.00	*
030077-01 SILVERNALE, DANA									
	PV-190213	10/18/18	MILAGE STUDENT	01	62-6500-0-5770-1120-5201-000-0000	372.78	N	0.00	N
	TOTAL PAYMENT AMOUNT				372.78	*		0.00	*

APY500
 APRIL A/P BATCH 0026
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J8741 11/02/2018
 PAGE 3

BATCH: 0026 APRIL A/P BATCH 0026 << Held for Audit >> FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099
REQ NO	REF NO	INV DATE	INV DESC DTL# LN Fu Res Y Goal Func Obj Sch Mgmt
AMOUNT	UT	UT OBJ RATE	USE TAX AMT FLAG
030108-01	SMITH, JULIE		
PV-190207	09/27/18 MILEAGEWCLC WASC	01 62-0000-0-1110-2700-5201-000-0000	54.50 N 0.00 N
PV-190208	10/29/18 MILEAGEAVID10/27	01 62-0000-0-1110-2700-5201-000-0000	297.57 N 0.00 N
PV-190209	10/05/18 HAPPYCAMP MILEAG	01 62-0000-0-1192-2700-5201-000-0000	133.53 N 0.00 N
	TOTAL PAYMENT AMOUNT		485.60 * 0.00 *
030024-01	SMITH, RYAN		
PV-190218	09/30/18 SEPT MILEAGE	01 62-6500-0-5770-1120-5201-000-0000	72.76 N 0.00 N
	TOTAL PAYMENT AMOUNT		72.76 * 0.00 *
030110-01	STATE OF CALIFORNIA EDD		
PV-190219	10/01/18 EDD1/4 94201985	01 62-0999-0-0000-0000-9540-000-0000	196.48 N 0.00 N
	TOTAL PAYMENT AMOUNT		196.48 * 0.00 *
030015-01	SUDDENLINK		
PV-190202	11/01/18 ACCT722639001	01 62-0000-0-1192-2700-5922-000-0000	1,115.60 N 0.00 N
	TOTAL PAYMENT AMOUNT		1,115.60 * 0.00 *
030056-01	WALSH, VALERIE		
PV-190216	09/30/18 SEPT MILEAGE	01 62-6500-0-5770-1120-5201-000-0000	990.81 N 0.00 N
PV-190217	10/31/18 OCT MILEAGE	01 62-6500-0-5770-1120-5201-000-0000	758.64 N 0.00 N
	TOTAL PAYMENT AMOUNT		1,749.45 * 0.00 *
030107-01	WYLER, LORI		
PV-190210	10/22/18 MILEDNRDALE/ALICE	01 62-0000-0-1110-1000-5201-000-0000	233.26 N 0.00 N
PV-190211	10/08/18 MILETEACHCIRCLE	01 62-0000-0-1110-1000-5201-000-0000	75.21 N 0.00 N
	TOTAL PAYMENT AMOUNT		308.47 * 0.00 *
TOTAL FUND PAYMENT			16,184.49 ** 0.00 **
TOTAL BATCH PAYMENT			16,184.49 *** 0.00 ***
TOTAL ACCOUNTS PAYABLE			16,184.49 **** 0.00 ****

APY500
 APRIL BATCH 0027
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J172

11/07/2018

PAGE 1

BATCH: 0027 APRIL A/P BATCH 0027

<< Held for Audit >>

FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

													1099					
VENDOR NO	VENDOR REMIT NAME			TAX ID NO									AMOUNT	UT	UT OBJ RATE	USE TAX AMT	FLAG	
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Func	Obj	Sch Mgmt						
=====																		
030099-01	A BRIGHTER CHILD																	
	PV-190240	10/18/18	INV 46754	01		62-0000-0-1110-1000-4110-000-0000							92.54	N			0.00	N
	PV-190241	10/08/18	INV 46755	01		62-0000-0-1110-1000-4110-000-0000							94.79	N			0.00	N
	PV-190242	10/18/18	INV 46732	01		62-0000-0-1110-1000-4110-000-0000							213.98	N			0.00	N
	PV-190243	10/18/18	INV 46729	01		62-0000-0-1110-1000-4110-000-0000							265.88	N			0.00	N
	PV-190244	10/18/18	INV 46733	01		62-0000-0-1110-1000-4110-000-0000							262.31	N			0.00	N
	TOTAL PAYMENT AMOUNT												929.50	*			0.00	*
030039-01	APEX LEARNING																	
	PV-190234	10/29/18	SOIN00105344	01		62-0000-0-1110-1000-5800-000-0000							2,500.00	N			0.00	N
	TOTAL PAYMENT AMOUNT												2,500.00	*			0.00	*
030113-01	GARZA, BIANCA																	
	PV-190229	10/31/18	MILES BOARD TRNG	01		62-0000-0-0000-7200-5201-000-0000							124.26	N			0.00	N
	TOTAL PAYMENT AMOUNT												124.26	*			0.00	*
030058-01	HUMBOLDT BAY INN																	
	PV-190235	10/18/18	10/18MILLERRM209	01		62-0000-0-1110-2700-5209-000-0000							107.70	N			0.00	N
	TOTAL PAYMENT AMOUNT												107.70	*			0.00	*
030075-01	JIVE COMMUNICATIONS																	
	PV-190230	11/01/18	IN20001094083	01		62-0000-0-1110-2700-5909-000-0000							261.10	N			0.00	N
	TOTAL PAYMENT AMOUNT												261.10	*			0.00	*
030106-01	KUNKLER, ROSEMARY																	
	PV-190238	09/05/18	BOARD MILEAGE	01		62-0000-0-0000-7200-5201-000-0000							112.87	N			0.00	N
	PV-190239	10/29/18	BOARD MILES/PARK	01		62-0000-0-0000-7200-5201-000-0000							170.04	N			0.00	N
	PV-190239	10/29/18	BOARD MILES/PARK	01		62-0000-0-0000-7200-5209-000-0000							21.00	N			0.00	N
	TOTAL PAYMENT AMOUNT												303.91	*			0.00	*
030100-01	RAINBOW RESOURCE CENTER																	
	PV-190245	09/24/18	INV 2540575	01		62-0000-0-1110-1000-4310-000-0000							224.91	N			0.00	N
	PV-190246	09/27/18	INV 2543748	01		62-0000-0-1110-1000-4310-000-0000							67.09	N			0.00	N
	PV-190247	10/05/18	INV 2548836	01		62-0000-0-1110-1000-4310-000-0000							232.20	N			0.00	N

APY500
 APRIL BATCH 0027
 75 NORTHERN UNITED CHARTER

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE DISTRICT PRELIST
 ALL BATCH TYPES

#J172 11/07/2018
 PAGE 2

BATCH: 0027 APRIL A/P BATCH 0027

<< Held for Audit >>

FUND: 62 CHARTER SCHOOLS ENTERPRISE FND

											1099						
VENDOR NO	VENDOR REMIT NAME			TAX ID NO							AMOUNT	UT	UT OBJ RATE	USE TAX AMT	FLAG		
REQ NO	REF NO	INV DATE	INV DESC	DTL#	LN	Fu	Res	Y	Goal	Func	Obj	Sch Mgmt					
=====																	
030100-01 (CONTINUED)																	
	PV-190248	10/05/18	INV 2548834		01	62-0000-0-1110-1000-4310-000-0000							577.51	N		0.00	N
						TOTAL PAYMENT AMOUNT							1,101.71	*		0.00	*
030109-01 SCHAEFER, SARAH																	
	PV-190226	11/02/18	AVID PATH MILEAG		01	62-0000-0-1110-1000-5201-000-0000							277.95	N		0.00	N
						TOTAL PAYMENT AMOUNT							277.95	*		0.00	*
030087-01 SCHARLACK, HEATHER																	
	PV-190231	10/31/18	OCT MILEAGE		01	62-0000-0-1110-1000-5201-000-0000							237.08	N		0.00	N
						TOTAL PAYMENT AMOUNT							237.08	*		0.00	*
030024-01 SMITH, RYAN																	
	PV-190225	10/31/18	OCT MILEAGE		01	62-6500-0-5770-1120-5201-000-0000							370.76	N		0.00	N
						TOTAL PAYMENT AMOUNT							370.76	*		0.00	*
030042-01 WATERMAN, APRIL																	
	PV-190232	11/02/18	OCT MILEAGE		01	62-0000-0-1192-2700-5201-000-0000							93.74	N		0.00	N
						TOTAL PAYMENT AMOUNT							93.74	*		0.00	*
030112-01 WEST, LISA																	
	PV-190227	11/01/18	OCT MILEAGE		01	62-0000-0-1110-1000-5201-000-0000							255.06	N		0.00	N
	PV-190228	10/30/18	SEP MILES/UTILIT		01	62-0000-0-1110-1000-5909-000-0000							56.15	N		0.00	N
	PV-190228	10/30/18	SEP MILES/UTILIT		01	62-0000-0-1110-1000-5201-000-0000							53.41	N		0.00	N
	PV-190228	10/30/18	SEP MILES/UTILIT		01	62-0000-0-1193-8100-5520-000-0000							86.66	N		0.00	N
						TOTAL PAYMENT AMOUNT							451.28	*		0.00	*
030107-01 WYLER, LORI																	
	PV-190237	10/08/18	SUMMIT MILEAGE		01	62-0000-0-1110-1000-5201-000-0000							150.42	N		0.00	N
						TOTAL PAYMENT AMOUNT							150.42	*		0.00	*

OCTOBER PRELIST TAKE II

HUMBOLDT COUNTY OFFICE OF EDUCATION
Employee Payroll Earnings Prelist

Fiscal Year: 2019

75 Northern United Humboldt

Pay Cycle: 10 Cycle Type: R W-Date: 10/31/2018
Pay Cal: CEMEND, CLMEND

Payroll Totals - District 75	73	First Time Paid Employees	4	STRS P/U	27.0	B/O	0.0	REG	0.0	RET	2
Total Employees Paid				NW/P/U	9.0	B/O	0.0	REG	0.0		
Receiving Warrants	31	DNP Payout only	0	PERS P/U	14.0	B/O	0.0	REG	0.0	RET	0
EFT Payments	42	EFT/Prenote Restriction	2	NW/P/U	9.0	B/O	0.0	REG	0.0		
		EFT/Prenote (Receiving Warrant)	2	Non-Mem	13.0	ARS	0.0				

Salary Totals	Position	Longevity	Shift	Oth Base	Tot Base	Non-Base	GROSS				
	200.670.92	0.00		0.00	200.670.92	53,562.60	254,233.52				

Totals By Pty	P	POSITION - MAGIC	200.623.79	PA	POSITION ADJ	0.00	PD	POSITION DOCK	0.00		
	PR	POSITION - RETRO	0.00	PX	GENERATED ADJ	47.13	PY	GENERATED ADJ 2	0.00		
	PZ	GENERATED ADJ 3	0.00	PT	GENERATED ADJ 4	0.00	PU	GENERATED ADJ 5	0.00		
	PV	GENERATED ADJ 6	0.00	PK	POSITION DOCK %	0.00	O	OTHER BASE EARN	0.00		
	OA	OTHER BASE ADJ	0.00	OD	OTHER BASE DOCK	0.00	M	MANUAL PAY LINE	53,562.60		
	MD	MANUAL DOCK	0.00	R	RATE PAY LINE	0.00	C	CASH INLIEU	0.00		
	CA	CASH INLIEU ADJ	0.00								

Totals By Earn Type	ADD1	ADD EARN/PERS-STRS C	0.00	DNP	DNP	**DO NOT	0.00	LONG	LONGEVITY - PAID MON	0.00	
	MAST	MASTER STIPEND	0.00	NML	NORMAL PAY	253,049.43	NML9	FULL TIME IN ANOTHER	0.00		
	NMLF	FURLOUGH DAYS DOCK	0.00	STP1	STIPEND/PERS & STRS	0.00	STP2	STIPEND/PERS & STRS	909.09		
	STP3	STIPEND/PERS-NO/STRS	0.00	SUB	SUBSTITUTE	275.00	VACP	VACATION PAYOFF-LUMP	0.00		
	VACT	VACATION PAYOFF - TE	0.00								

Total Hours 1,963.2500 Total Days 2,5930

Employee Deductions	T403B	0.00	STRS GR	168,943.53	FICA GR	81,237.90	FIT	14,935.60	HW DED	19,220.05	SUBJ DNP	57,492.82
	T457B	0.00	STRS	17,300.03	FICA	5,036.77	AFIT	775.00	VOL DED	0.00	DNP IN	9,582.16
	S125	0.00	PERS GR	64,247.67	MEDI GR	254,233.52	SIT	5,394.72	INV DED	0.00	DNP OUT	0.00
	NTX GR	0.00	PERS	4,497.36	MEDI	3,686.42	ASIT	650.00	RA03B	0.00	DNP PROJ	19,039.52
	NTX RET	21,797.39	ARS GR	0.00	SIB	0.00	EIC	0.00	SDI GR	0.00	DNP YTD	19,039.52
	FIT GR	232,436.13	SIT GR	232,436.13	ARS	0.00	HSA	0.00	SDI	0.00	NET PAY	173,155.41

Employer Costs	STRS	27,504.01	PERS	11,604.41	PERS B/O	0.00	ARS	0.00	FICA	5,036.77	MEDI	3,686.42	HSA	0.00
	WC	5,923.65	SUI	127.13	HW	42,411.80	SUI GR	254,233.52	WC GR	254,233.52	TOTAL	96,294.19		

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 Warrants and Payroll for NU-Siskiyou Charter School

Action Requested:

Approval

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. See attached.

Fiscal Implications:

Warrants:

NU-Siskiyou Charter School - \$ 41,468.45

Payroll:

NU-Siskiyou Charter School - \$ 26,650.66

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

Siskiyou County Office of Education
Request for Warrant Processing

BATCH 1/10/15

District # 45 District Name NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance		
15	Pupil Transportation Equip Fund		
17	Special Reserve Fund Other than Capital Outlay	XXXXXXXXXX	XXXXXXXXXX
25	Capital Facilities (Developer Fees) Fund		
30	State School Building Lease/Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
62	NORTHERN UNITED SISKIYOU CHARTER SCH	713.02	694.15
	Batch Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing.

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent *[Signature]*

Board Approval Date _____ Mail _____ Hold _____

For Siskiyou County Office of Education Use Only

Audited By *[Signature]* Audit Date *10-18-18*

SISKIYOU COUNTY OFFICE OF EDUCATION
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 10/18/2018

APY250 H.02.09
 DISTRICT: 43 NORTHERN UNITED SISKIYOU
 BATCH: 1015 April A/P Oct 15
 FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	REC#	LN	PD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
00550906	000011/	MT SHASTA SPRING WATER														INV 324140	9.65 \$9.65
00550907	000007/	SISKIYOU COUNTY OFFICE OF ED														INV 190346	160.00 \$160.00
00550908	000034/	Signs of Life														INV 291638	524.50 \$524.50
*** FUND	TOTALS	***											TOTAL NUMBER OF WARRANTS:			TOTAL AMOUNT OF WARRANTS:	\$694.15*
*** BATCH	TOTALS	***											TOTAL NUMBER OF WARRANTS:			TOTAL AMOUNT OF WARRANTS:	\$694.15*
*** DISTRICT	TOTALS	***											TOTAL NUMBER OF WARRANTS:			TOTAL AMOUNT OF WARRANTS:	\$694.15*

Picked up 10/22/18
 Mailed

**Siskiyou County Office of Education
Request for Warrant Processing**

BATCH # 1017

District # 43

District Name NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance		
15	Pupil Transportation Equip Fund		
17	Special Reserve Fund Other than Capital Only	XXXXXXXXXX	XXXXXXXXXX
25	Capital Facilities (Developer Fees) Fund		
30	State School Building Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
62	NORTHERN UNITED SISKIYOU CHARTER SCH	<u>31,410.43</u>	<u>31,410.43</u>
	Batch Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing.

Trustee _____	Trustee _____
Trustee _____	Trustee _____
Trustee _____	Trustee _____
Trustee _____	

District Superintendent _____

Board Approval Date _____ Mail _____ Hold _____

- For Siskiyou County Office of Education Use Only -

Audited By: Jan Audit Date: 10/23/18

43 NORTHERN UNITED SISKIYOU J12977
April A/P Batch 1017

ACCOUNTS PAYABLE PRELIST
BATCH: 1017 April A/P 1017
FUND : 62 CHARTER SCH. ENTERPRISE FUND

APY500 H.02.12 10/22/18 14:53 PAGE 1
<< Held for Audit >>

Vendor/addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
-------------	------------	---------------	------	-------------	------------	--------------	---------	-------------	---------	------------

000004/00	CAL-ORE COMMUNICATIONS									
	PO BOX 847									
	DORRIS, CA 96023-0847									

FV-190092 10/01/2018 Acct 0324005379
TOTAL PAYMENT AMOUNT 377.50 * 377.50

000031/00	Holiday Inn Express									
	707 Montague Rd									
	Yreka, CA 96097									

FV-190098 09/24/2018 Lovett Arrival 11/5, Dpt 11/6
TOTAL PAYMENT AMOUNT 146.71 * 146.71

000025/00	IDANCE STUDIO									
	3106 Scarface Rd.									
	Fort Jones, CA 96032									

FV-190095 08/28/2018 1/2 Pam Unlimited Barbato
TOTAL PAYMENT AMOUNT 265.00 * 265.00

000013/00	PACIFIC POWER									
	PO BOX 26000									
	PORTLAND, OR 97256-0001									

FV-190096 10/08/2018 Acct 64034125-0010
TOTAL PAYMENT AMOUNT 55.41 * 55.41

000006/00	SCHOOL PATHWAYS									
	181 COMMERCIAL STREET									
	PORTOLA, CA 96122									

FV-190097 09/15/2018 Inv 51283
TOTAL PAYMENT AMOUNT 2,109.00 * 2,109.00

Vendor/addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
000017/00	WELLS FARGO FINANCIAL LEASING									
	PO BOX 10306									
	DES MOINES, IA 50303-0306									
		PV-190093	09/24/2018	Acct 603-0171645-000		FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	62-0000-0-5637-1110-2700-000-000000 NN			233.58
		PV-190094	09/24/2018	Acct 603-0151725			62-0000-0-5637-1110-2700-000-000000 NN			453.23
						TOTAL PAYMENT AMOUNT	686.81 *			686.81

TOTAL FUND	PAYMENT	3,640.43 **	3,640.43
TOTAL BATCH	PAYMENT	3,640.43 ***	3,640.43
TOTAL DISTRICT	PAYMENT	3,640.43 ****	3,640.43
TOTAL FOR ALL DISTRICTS:			3,640.43

Number of warrants to be printed: 6, not counting voids due to stub overflows.

RECEIVED
 OCT 23 2018
 BATCH # 1023

Siskiyou County Office of Education
 Request for Warrant Processing

District # 43 District Name: NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance		
15	Pupil Transportation Equip. Fund		
17	Special Reserve Fund Other Than Capital Outlay	XXXXXXXXXX	XXXXXXXXXX
25	Capital Facilities (Developer Fees) Fund		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Project		
71	Retiree Benefit Fund		
62	NORTHERN UNITED SISKIYOU CHARTER SCH	91656.00	91656.00
	Each Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing.

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____

District Superintendent _____

Board Approval Date _____ Mill _____ Hold _____

-For Siskiyou County Office of Education Use Only-

Audited By: [Signature] Audit Date: 10-24-18

PICKED UP AND
MAILED 10/26/18

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 10/25/2018

APY250 H.02.09
DISTRICT: 43 NORTHERN UNITED SISKIYOU
BATCH: 1023 April A/P 1023
FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT 00551176	VENDOR/ADDR 000002/ BOB STONE	REQ#	NAME (REMIT) REFERENCE LN	FD RESC Y	OBJT GOAL	DEPOSIT TYPE FUNC SCH LOCAL	ABA NUM DESCRIPTION	ACCOUNT NUM	AMOUNT
				62-0000-0-5612-1195-8700-000-08024			Rent for Nov 2018		2,850.00 <i>ude</i> \$2,850.00
				62-0000-0-5500-1193-8100-000-00000			CAM for Nov 2018		112.00 <i>ude</i>
				62-0000-0-5612-1195-8700-000-00000			Rent for Nov 2018		1,494.00 <i>ude</i> \$1,606.00
				62-0000-0-5612-1195-8700-000-00000			Rent for Nov 2018		2,800.00 <i>ude</i> \$2,800.00
				62-0000-0-5612-1195-8700-000-00000			Rent for Nov 2018		2,400.00 <i>ude</i> \$2,400.00
*** FUND	TOTALS ***		TOTAL NUMBER OF WARRANTS:	4			TOTAL AMOUNT OF WARRANTS:		\$9,656.00*
*** BATCH	TOTALS ***		TOTAL NUMBER OF WARRANTS:	4			TOTAL AMOUNT OF WARRANTS:		\$9,656.00*
*** DISTRICT	TOTALS ***		TOTAL NUMBER OF WARRANTS:	10			TOTAL AMOUNT OF WARRANTS:		\$13,296.43*

**Siskiyou County Office of Education
Request for Warrant Processing**

BATCH # 1025

District # 43

District Name NORTHERN UNITED SISKIYOU CHARTER SCHOOL

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance		
15	Pupil Transportation Equip Fund		
17	Special Reserve Fund Other Than Capital Outlay	XXXXXXXXXX	XXXXXXXXXX
25	Capital Facilities (Development/Lease) Fund		
30	State School Building/Lease/Purchase Fund		
40	Special Reserve Capital Outlay/Projects		
71	Retiree Benefit Fund		
62	NORTHERN UNITED SISKIYOU CHARTER SCH	69,737.87	29,477.87
	Each Total		

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing.

Trustee _____

Trustee _____

Trustee _____

Trustee _____

Trustee _____

Trustee _____

Trustee _____

District Superintendent _____

Board/Approval Date _____

Mail _____

File _____

- For Siskiyou County Office of Education Use Only -

Audited By: _____

Jan

Audit Date: _____

10/30/18

APY250 H.02.09

SISKIYOU COUNTY OFFICE OF EDUCATION
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 11/06/2018

DISTRICT: 43 NORTHERN UNITED SISKIYOU
BATCH: 1025 April A/P Batch 1025
FUND : 62 CHARTER SCH. ENTERPRISE FUND

WARRANT VENDOR/ADDR NAME (REMIT)
REQ# REFERENCE LN FD RESC Y OBJT GOAL FUNC SCH LOCAL
00551670 000035/ Alice Training Institute LLC

ABA NUM ACCOUNT NUM
DESCRIPTION AMOUNT

PV-190105 62-0000-0-5207-1192-2700-000-00000
WARRANT TOTAL

Inv 36747

461.05 ✓
\$461.05 OK

00551671 000020/ N.C.S.M.I.G.

PV-190106 62-0000-0-9514-0000-0000-00000
62-0000-0-9514-0000-0000-00000
WARRANT TOTAL

Sept Med/Dental/Vision
Oct Med/Dental/Vision

12,841.28
14,175.54
\$27,016.82 ✓

*** FUND TOTALS *** TOTAL NUMBER OF WARRANTS: 2 TOTAL AMOUNT OF WARRANTS: \$27,477.87*

*** BATCH TOTALS *** TOTAL NUMBER OF WARRANTS: 2 TOTAL AMOUNT OF WARRANTS: \$27,477.87*

*** DISTRICT TOTALS *** TOTAL NUMBER OF WARRANTS: 2 TOTAL AMOUNT OF WARRANTS: \$27,477.87*

PAY250 0.11

SISKIYOU COUNTY (LE OF EDUCATION

11/07/1 PAGE 1

PAYNAME: DI4324

PAYROLL REGISTER - ALPHABETICAL

SORT: PAY-CODE/NAME

DISTRICT: 43 NORTHERN UNITED SISKIYOU
PAY-CODE: 1 CERTIFICATED EOM PAYROLL

DATE PAID 11/08/2018
PERIOD ENDING 10/31/2018

NAME	GROSS	NTX-GR	REFERENCE TSA	FED STA TX-GROSS	FIT	SIT	OASDI/SB	MEDICARE	OTX/EIC	RET	VOL-DED	NET	WR-NO	PL
ALEXANDER CATHLEEN	2137.50	219.09	M 2 M 2	.00	1918.41	92.59	11.30	.00	30.99	.00	219.09	.00	1783.53	07278379 0000
ALLEN COLEEN	2050.00	209.20	M 2 M 2	.00	1840.80	84.83	9.59	.00	29.73	.00	209.20	.00	1716.65	07278380 0000
BARBATO CERELIA	500.00	35.00	S 0 H 2	.00	465.00	28.00	.00	31.00	7.25	.00	35.00	.00	398.75	07278382 0000
CARPENTER CLAUDIA H	2125.00	606.11	M 3 M 3	.00	1518.89	31.89	.00	.00	25.18	.00	217.81	388.30	1461.82	07278383 0000
COOVER JANE B	1575.00	.00	S 0 S 0	.00	1575.00	157.28	34.01	.00	22.84	.00	.00	.00	1360.87	07278384 0000
FORTNA REBECCA E	132.00	.00	S 0 S 0	.00	132.00	25.00	.00	.00	1.91	.00	.00	.00	105.09	07278386 0000
FRYLING DAWN K	2780.00	625.55	M 0 M 1	.00	2154.45	170.18	27.42	.00	35.37	.00	284.95	340.60	1921.48	07278387 0000
GERLITZ GRETCHEN C	2250.00	230.63	S 0 S 0	.00	2019.37	210.60	59.49	.00	32.63	.00	230.63	.00	1716.65	07278388 0000
KRIEGER DEBORAH C	2137.50	219.09	M 0 M 0	.00	1918.41	141.86	28.50	.00	30.99	.00	219.09	.00	1717.06	07278391 0000
MARCHYOK ANDREA M	1947.50	198.74	M 2 M 2	.00	1748.76	75.63	7.57	.00	28.24	.00	198.74	.00	1637.32	07278392 0000
MOLITOR VERN A	396.00	.00	S 0 H 0	.00	396.00	.00	.00	24.55	5.74	.00	.00	.00	365.71	07278393 0000
NEMEC LINDSEY D	2780.00	377.18	M 0 M 0	.00	2402.82	299.99	44.47	.00	38.97	.00	284.95	92.23	2019.39	07278394 0000

PAY250 0.11

SISKIYOU COUNTY CLERK OF EDUCATION

11/07/18 PAGE 2

PAYNAME: DI4324

PAYROLL REGISTER - ALPHABETICAL

DATE PAID 11/08/2018

DISTRICT: 43 NORTHERN UNITED SISKIYOU
PAY-CODE: 1 CERTIFICATED BOM PAYROLL

PERIOD ENDING 10/31/2018

NAME	GROSS	NTX-GR	REFERENCE TSA	FED STA TX-GROSS	FIT	SIT	OASDI/SB	MEDICARE	OTX/EIC	RET	VOL-DED	NET	WR-NO	PL
WEST LISA A	1106.67	113.43	S 2 H 1 .00	993.24	39.32	.00	.00	16.05	.00	113.43	.00	937.87	07278396	0000

PAY-CODE TOTALS												
COUNT	GROSS	TAXABLE-GR	NTX-GROSS	TSA	FIT	AFIT	SIT	ASIT				
13	21917.17	19083.15	2834.02	.00	1232.17	125.00	222.35	.00				
	OASDI	MEDICARE	SURV-BEN	SDI	EIC	RET	VOL-DED	NET				
	55.55	305.89	.00	.00	.00	2012.89	821.13	17142.19				

PAY250 10.11

SISKIYOU COUNTY OFFICE OF EDUCATION

11/07/18 PAGE 3

PAYNAME: DI4324

PAYROLL REGISTER - ALPHABETICAL

SORT: PAY-CODE/NAME

DISTRICT: 43 NORTHERN UNITED SISKIYOU
PAY-CODE: 2 CLASSIFIED EOM PAYROLL

DATE PAID 11/08/2018
PERIOD ENDING 10/31/2018

NAME	GROSS	NTX-GR	REFERENCE TSA	FED STA TX-GROSS	FIT	SIT	OASDI/SB	MEDICARE	OTX/EIC	RET	VOL-DED	NET	WR-NO	PL
AKANA TRACEY L	255.00	.00	M 0 M 0	255.00	.00	.00	15.81	3.70	.00	.00	.00	235.49	07278378	0000
ANDRAS MICHELLE C	701.25	.00	M 2 M 1	701.25	.00	.00	43.48	10.17	.00	.00	.00	647.60	07278381	0000
DILLEN LINDA H	827.52	.00	S 1 S 1	827.52	52.12	5.33	51.31	12.00	.00	.00	.00	706.76	07278385	0000
HASTERT VIVIEN E	1599.36	111.96	S 1 S 1	1487.40	131.30	31.45	99.16	23.19	.00	111.96	.00	1202.30	07278389	0000
Jimenez Rojas Maria	330.00	.00	M10 M10	330.00	.00	.00	20.46	4.79	.00	.00	.00	304.75	07278390	0000
OBRIEN KATHERINE	1020.36	.00	000-00-4940 M 0 M 0	1020.36	44.29	7.79	63.26	14.80	.00	.00	.00	890.22	07278395	0000

PAY-CODE TOTALS		TAXABLE-GR	NTX-GROSS	TSA	FIT	AFIT	SIT	ASIT
COUNT	GROSS							
6	4733.49	4621.53	111.96	.00	227.71	.00	44.57	.00
	OASDI	MEDICARE	SURV-BEN	SDI	EIC	RET	VOL-DED	NET
	293.48	68.65	.00	.00	.00	111.96	.00	3987.12
DISTRICT TOTALS		TAXABLE-GR	NTX-GROSS	TSA	FIT	AFIT	SIT	ASIT
COUNT	GROSS							
19	26650.66	23704.68	2945.98	.00	1459.88	125.00	266.92	.00
	OASDI	MEDICARE	SURV-BEN	SDI	EIC	RET	VOL-DED	NET
	349.03	374.54	.00	.00	.00	2124.85	821.13	21129.31

PAY250 0.11

SISKIYOU COUNTY OFFICE OF EDUCATION

11/07/18 PAGE 1

PAYNAME: DI4324

PAYROLL REGISTER - TOTALS

SORT: PAY-CODE/NAME

DATE PAID 11/08/2018
PERIOD ENDING 10/31/2018

43	NORTHERN UNITED	SISKIYOU							
COUNT	GROSS	TAXABLE-GR	NIX-GROSS	TSA	FIT	AFIT	SIT	ASIT	
19	26650.66	23704.68	2945.98	.00	1459.88	125.00	266.92	.00	
	OASDI	MEDICARE	SURV-BEN	SDI	EIC	RET	VOL-DED	NET	
	349.03	374.54	.00	.00	.00	2124.85	821.13	21129.31	
GRAND TOTALS									
COUNT	GROSS	TAXABLE-GR	NIX-GROSS	TSA	FIT	AFIT	SIT	ASIT	
19	26650.66	23704.68	2945.98	.00	1459.88	125.00	266.92	.00	
	OASDI	MEDICARE	SURV-BEN	SDI	EIC	RET	VOL-DED	NET	
	349.03	374.54	.00	.00	.00	2124.85	821.13	21129.31	

PAY255 0.09

SISKIYOU COUNTY CLERK OF EDUCATION

11/07/18 AGE 1

PAYNAME: DI4324

PAYROLL REGISTER - WARRANT # SEQ

43 NORTHERN UNITED SISKIYOU

DATE PAID 11/08/2018
PERIOD ENDING 10/31/2018

NAME	GROSS	REFERENCE NTX-GR	FED STA TSA	PLOC FIT	SIT	OASDI/SB	MEDICARE	OTX/EIC	RET	VOL-DED	NET	WR-NO
AKANA TRACEY L 255.00	M 0 M 0 .00	.00	.00	0000 .00	.00	15.81	3.70	.00	.00	.00	235.49	07278378
ALEXANDER CATHLEEN 2137.50	M 2 M 2 219.09	.00	.00	0000 92.59	11.30	.00	30.99	.00	219.09	.00	1783.53	07278379
ALLEN COLEEN 2050.00	M 2 M 2 209.20	.00	.00	0000 84.83	9.59	.00	29.73	.00	209.20	.00	1716.65	07278380
ANDRAS MICHELLE C 701.25	M 2 M 1 .00	.00	.00	0000 .00	.00	43.48	10.17	.00	.00	.00	647.60	07278381
BARBATO CERELIA 500.00	S 0 H 2 35.00	.00	.00	0000 28.00	.00	31.00	7.25	.00	35.00	.00	398.75	07278382
CARPENTER CLAUDIA 2125.00	M 3 M 3 606.11	.00	.00	0000 31.89	.00	.00	25.18	.00	217.81	388.30	1461.82	07278383
COOVER JANE B 1575.00	S 0 S 0 .00	.00	.00	0000 157.28	34.01	.00	22.84	.00	.00	.00	1360.87	07278384
DILLEN LINDA H 827.52	S 1 S 1 .00	.00	.00	0000 52.12	5.33	51.31	12.00	.00	.00	.00	706.76	07278385
FORTNA REBECCA E 132.00	S 0 S 0 .00	.00	.00	0000 25.00	.00	.00	1.91	.00	.00	.00	105.09	07278386
FRYLING DAWN K 2780.00	M 0 M 1 625.55	.00	.00	0000 170.18	27.42	.00	35.37	.00	284.95	340.60	1921.48	07278387
GERLITZ GRETCHEN C 2250.00	S 0 S 0 230.63	.00	.00	0000 210.60	59.49	.00	32.63	.00	230.63	.00	1716.65	07278388
HASTERT VIVIEN E 1599.36	S 1 S 1 111.96	.00	.00	0000 131.30	31.45	99.16	23.19	.00	111.96	.00	1202.30	07278389
Jimenez Rojas Maria 330.00	M10 M10 .00	.00	.00	0000 .00	.00	20.46	4.79	.00	.00	.00	304.75	07278390
KRIEGER DEBORAH C 2137.50	M 0 M 0 219.09	.00	.00	0000 141.86	28.50	.00	30.99	.00	219.09	.00	1717.06	07278391
MARCHYOK ANDREA M 1947.50	M 2 M 2 198.74	.00	.00	0000 75.63	7.57	.00	28.24	.00	198.74	.00	1637.32	07278392

PAY255 0.09

SISKIYOU COUNTY OFFICE OF EDUCATION

11/07/18 PAGE 2

PAYNAME: DI4324

PAYROLL REGISTER - WARRANT # SEQ

43 NORTHERN UNITED SISKIYOU

DATE PAID 11/08/2018
PERIOD ENDING 10/31/2018

NAME	GROSS	REFERENCE NTX-GR	FED STA TSA	PLOC FIT	SIT	OASDI/SB	MEDICARE	OTX/EIC	RET	VOL-DED	NET	WR-NO
MOLITOR VERN A	396.00	S O H 0 .00	.00	0000 .00	.00	24.55	5.74	.00	.00	.00	365.71	07278393
NEMEC LINDSEY D	2780.00	M O M 0 377.18	.00	0000 299.99	44.47	.00	38.97	.00	284.95	92.23	2019.39	07278394
OBRJEN KATHERINE	1020.36	M O M 0 .00	.00	0000 44.29	7.79	63.26	14.80	.00	.00	.00	890.22	07278395
WEST LISA A	1106.67	S 2 H 1 113.43	.00	0000 39.32	.00	.00	16.05	.00	113.43	.00	937.87	07278396

DISTRICT TOTALS

GROSS	TAXABLE-GR	NTX-GROSS	TSA	FIT	AFIT	SIT	ASIT
26650.66	23704.68	2945.98	.00	1459.88	125.00	266.92	.00
OASDI	MEDICARE	SURV-BEN	SDI	EIC	RET	VOL-DED	NET
349.03	374.54	.00	.00	.00	2124.85	821.13	21129.31

PAY255 00.09

SISKIYOU COUNTY OFFICE OF EDUCATION

11/07/18 PAGE 1

PAYNAME: DI4324

PAYROLL REGISTER - TOTALS

DATE PAID 11/08/2018
PERIOD ENDING 10/31/2018

DISTRICT TOTALS

43	NORTHERN UNITED SISKIYOU							
	GROSS	TAXABLE-GR	NIX-GROSS	TSA	FIT	AFIT	SIT	ASIT
	26650.66	23704.68	2945.98	.00	1459.88	125.00	266.92	.00
	OASDI	MEDICARE	SURV-BEN	SDI	EIC	RET	VOL-DED	NET
	349.03	374.54	.00	.00	.00	2124.85	821.13	21129.31
00	GRAND TOTALS							
	GROSS	TAXABLE-GR	NIX-GROSS	TSA	FIT	AFIT	SIT	ASIT
	26650.66	23704.68	2945.98	.00	1459.88	125.00	266.92	.00
	OASDI	MEDICARE	SURV-BEN	SDI	EIC	RET	VOL-DED	NET
	349.03	374.54	.00	.00	.00	2124.85	821.13	21129.31

PAY280 H.00.05

DISTRICT: 43 NORTHERN UNITED SISKIYOU

SISKIYOU COUNTY OFFICE OF EDUCATION
PAYROLL LABOR SUMMARY BY OBJECT
FOR WARRANTS DATED 11/08/2018

FUND : 62

11/07/18 PAGE 1
CHARTER SCH. ENTERPR

OBJECT	DESCRIPTION	AMOUNT
1100	CERTIFICATED TEACHERS SALARIES	21,389.17
1150	NUCS TUTOR	528.00
2210	*** NOT ON FILE ***	255.00
2400	CLERICAL/TECHNICAL/OFFICE SAL	2,426.88
2900	OTHER CLASSIFIED SALARIES	2,051.61
	TOTAL FUND	26,650.66
	TOTAL DISTRICT:	26,650.66 ✓ UJL

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:

3.3 Approval of Minutes

Action Requested:

Approval

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 October 25, 2018 board meeting are attached. See attached minutes.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

Northern United Charter Schools

Board of Directors Meeting

October 25, 2018

Members Present: Jere Cox, Rosemary Kunkler, Jennifer Johnson, Bianca Garza and Briana Osterle

Members Absent: None

Staff Present: Shari Lovett, Lynda Speck, Roxy Kennedy, Tina Wickeraad, Valerie Walsh, Lindsey Nemec, Miranda Johnston, Rebekah Davis, and Julie Smith

Guests Present: Jennifer Fairbanks

1.0 CALL TO ORDER: Jere Cox called the meeting to order at 4:00pm.

1.1 **Pledge of Allegiance:**

1.2 **Agenda:** There were no changes to the agenda. A motion to approve the agenda as posted was made by Jennifer Johnson and seconded by Rosemary Kunkler. Vote taken: Jere Cox- Aye, Bianca Garza-Aye, Briana Osterle-Aye, Rosemary Kunkler-Aye and Jennifer Johnson-Aye. Motion carries unanimously.

2.0 BUSINESS AND FINANCE

2.1 **Financial Report:** Shari Lovett reported to the board on the financial statements for both NU-Humboldt and NU-Siskiyou Charter Schools. A question was asked on who was included in the 2900 budget string and Shari explained that all our classified small group instructors and tutors were included in that string.

2.2 **Consideration of Additional Employee Insurance Options through Aflac:** Shari Lovett presented the Aflac letter and explained that this is additional insurance outside of the insurance offered by the JPA. A motion to approve the additional insurance through Aflac was made by Bianca Garza and seconded by Rosemary Kunkler. Vote taken: Jere Cox- Aye, Bianca Garza-Aye, Briana Osterle-Aye, Rosemary Kunkler-Aye and Jennifer Johnson-Aye. Motion carries unanimously.

2.3 **Consideration of Assumption of Copier Lease with Wells Fargo for NU-Siskiyou Charter School:** Shari Lovett explained that this was the signed copier lease that was not ready for last month's meeting, but now it is signed and ready to approve. A motion to approve the lease for copier agreement 603-0171645-000 was made by Jennifer Johnson and seconded by Bianca Garza. Vote Taken: Jere Cox- Aye, Bianca Garza-Aye, Briana Osterle-Aye, Rosemary Kunkler-Aye and Jennifer Johnson-Aye. Motion carries unanimously.

3.0 CONSENT AGENDA

3.1 Consideration of Approval of Warrants and Payroll for NU-Humboldt Charter School:

3.2 Consideration of Approval of Warrants and Payroll for NU-Siskiyou Charter School:

3.3 Consideration of Approval of Minutes for September 20, 2018:

3.4 Consideration of Resignations, Hires and Leaves:

Motion to approve the consent agenda made by Jennifer Johnson and seconded by Briana Osterle. Bianca would like for reimbursements to be explained. Shari Lovett will start

including explanations of reimbursements from now on. Vote taken: Jere Cox- Aye, Bianca Garza-Aye, Briana Osterle-Aye, Rosemary Kunkler-Aye and Jennifer Johnson-Aye. Motion carries unanimously.

4.0 PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

4.1 There were no comments

5.0 COMMUNITY RELATIONS/CORRESPONDENCE

5.1 There was nothing to report

6.0 RECOGNITIONS/ANNOUNCEMENTS/REPORTS

6.1 Board Reports:

Jennifer Johnson reported that her business, Adventure's Edge, is having its anniversary sale and that every year they pick a non-profit to donate some of the proceeds to. It is called Pints for Non-Profits. For the last three years they have chosen Lost Coast High which was part of the Mattole Valley Charter School and this year they are giving the proceeds from the beer sales to the Eureka Learning Center. The event is the week before Thanksgiving on 11/15/2018.

Bianca Garza reported on the board training that the board members attended in Sacramento. She enjoyed it and feels more confident in her ability as a board member. She enjoyed spending time with the other board members. She reported that the students at the elementary center in Mt. Shasta went on a field trip to the library.

Briana Osterle reported that the students are really engaged and that there are new things every day.

Rosemary Kunkler reported that it has been a busy month for the Cutten Learning Center. They went on a school wide field trip to the pumpkin patch and that the Independent study program students went on a field trip and went on the Madaket. There were Cookies, Cocoa, and class performances in grades TK-5th grad. And the TK-3rd graders went to the Arkley Center to see Acrobats.

Jere Cox reported that the board members take their job seriously. He enjoyed the WASC committee's visiting because it gave him the opportunity to see the learning centers and see all the good things happening. He wanted to give a shout out to Lacy Conti for her work in including them. He reported that the governance conference was valuable in informing them of board responsibilities and looks forward to after the local election that there might be local board trainings that they could attend. He spoke of the Brown Act and what they learned about reporting out in open session what was decided on in closed session. He reported that he noticed that NU-HUM did not have a super student in the paper and asked when that might happen. (He was answered that the counselor had submitted a super student for this month). He questioned the wording on the website that referred to years of experience and the number of counties we now serve as NUCS is a new entity.

6.2 **Northern United-Siskiyou Charter School Report:** Lindsey Nemec gave the report as Kirk Miller was attending the A Plus conference. She reported on the hiking field trip that the students went on and that it was a great day for hiking. Students are attending an App Attack night where college counselors come and help the 12th grade students register for college. She reported that they sold 375 Crispy Crème donuts and that they are giving out NUCS-bucks to the students so that students can use them to

get student supplies. Kirk has been busy taking pictures of activities. Her English class is visiting the book store to read to encourage lifelong learning.

- 6.3 **Northern United-Humboldt Charter School Report:** Rebekah Davis reported on Coffee with Colleagues where staff can come together and have a voice in the school either voicing concerns or celebrating successes. They had a great turn out for the first one. She reported on the independent study teachers taking their students out on the Madaket. At the Cutten center, the fifth/six grade teacher is using simulations and active notebooks in her social studies class and has seen improved engagement and participation. The Cutten center hosted their annual cookies, cocoa and class performances family engagement night on Oct. 15th. Great turnout with most of the students and families represented. Campus beautification project is underway at the Eureka Learning Center. Our Math and Lang. Arts Content Specialists are reviewing student test data with each of the Renaissance Learning Champions at each learning center. Rebekah and our counselor, Miranda, are introducing Zones of Regulation to the students at the Cutten Learning Center. This will include showing the movie "Inside Out". Teachers are busy making sure that they administer the CAASPP interim block in Math and Lang. Arts before the Thanksgiving break. She has been working with the Science Content Specialist and the Ind. Study teachers in choosing science curriculum which they hope to purchase after the state adopts the new curriculum. She reported that the 5th-6th grade students at the Cutten Learning Center will be going on a field trip to Wolf Creek this week. All staff attended a professional development on school safety on Oct. 12th presented by Julie Smith and she will be traveling to Siskiyou to present the School Safety Prepareathon on November 9th. Staff at the Arcata, Briceland, Cutten and Eureka Centers attended a PBIS 101 refresher course with Dr. Dale on October 17th.

- 6.4 **Directors Report:** Shari Lovett reported that she enjoyed the board training and thanked the board members for giving up their time to attend. She reported that the insurance folks will be going around to the centers to inspect to make sure we are in compliance. She is looking forward to seeing their report. She will be giving Jen Fairbanks a tour of the learning centers in northern Humboldt on November 5th. She spoke of the need to change the date of the December board meeting. 1st Interim is due before the 15th and so our board needs to approve it prior to the 15th. Board agreed that the new date will be December 6th at the regular time. She spoke of the need to have a procedure for the Missed Assignment Policy and she hopes to have it ready for the November meeting. She explained the steps of being independent study and how decisions are made. The policy process will include a 3 person panel of certificated staff, not the teacher of the student, who will meet, make decisions and then bring the decision to the board to approve. She asked for the board's input on how they will handle students who have met the policy guidelines. Will it be closed session or open session, parent included at the meeting and asked the board what evidence they would need to make a decision. A discussion was held on the process and the evidence required so the board could make an informed decision. Shari spoke of the need to now have the board agenda posted on the home page. She spoke of the organizational meeting in December and how to stagger the board member terms and Jere Cox talked

to one of the lawyers at the end of the training and his recommendation was to draw straws. Next month they will set up policy/procedure for terms of office and straw drawing. Shari also reported to the board that NU-Humboldt has been accepted in the Humboldt-Del Norte SELPA for the 2019-2020 school year and that we are the first charter school that they have voted in.

7.0 ADMINISTRATION

- 7.1 Student Enrollment and Attendance report:** Shari Lovett referred the board to the reports in their packets on enrollment and attendance. Currently enrollment for NU-Humboldt is 422 students with ADA at 98.23% and NU-Siskiyou is at 132 students with ADA at 98.51%.
- 7.2 Consideration of Work Experience Education Plan and Handbook:** Shari Lovett explained the work experience process and the educational component that goes with it. The handbook has been updated to current standards and curriculum to apply to both NU-Humboldt and NU-Siskiyou high school students. The plan and the minutes approving the plan and handbook have to be sent to the state. Once the state approves it, it will be certified forever. The plans will be submitted separately for both schools. Jere Cox discussed the importance of this process to be in place. The designated coordinator is responsible for making the staff accountable and will need to visit the workplaces. A motion to adopt the Work Experience Education Plan and Handbook for Northern United-Humboldt Charter School and Northern United-Siskiyou Charter School was made by Jennifer Johnson and seconded by Briana Osterle. Vote taken: Jere Cox- Aye, Bianca Garza-Absent, Briana Osterle-Aye, Rosemary Kunkler-Aye and Jennifer Johnson-Aye. Motion carries.
- 7.3 Consideration of Bloodborne Pathogen Plan for Northern United Charter Schools:**
- Shari Lovett explained the plan and how it is the same for both NU-Humboldt and NU-Siskiyou except the drop off locations; One plan for both schools. A motion to approve the Bloodborne Pathogen Plan for Northern United Charter Schools as presented was made by Rosemary Kunkler and seconded by Bianca Garza. A discussion was had on whether the staff was trained in first aid and CPR and Shari explained that those were requirements of getting their credentials. The school pays for the training of any staff wanting to take this training and we also have two in- house trainers qualified to teach the CPR course. Vote taken: Jere Cox- Aye, Bianca Garza-Aye, Briana Osterle-Aye, Rosemary Kunkler-Aye and Jennifer Johnson-Aye. Motion carries unanimously.
- 7.4 Discussion of Student Records Location and Storage:** Shari Lovett introduced the topic of student records and the storage location of the records. She spoke to the fact of how the subject has come up outside of the agenda and she shared an e-mail from Roxy Kennedy to Rosemary. Rosemary spoke that she wanted to clarify that this concern is not about what Roxy or Tina do, but about the physical location of the storage of the records. A discussion was held about the process for teachers, counselors and special education staff to access this information and how they store it when they receive it. Jere Cox spoke to the remoteness of the location and why there was not a consideration to moving the

records office when Northern United Charter Schools was formed. A discussion was held on the confidentiality of student records and the legality and logistics of keeping the records at the individual centers. Shari spoke that she had sent out a survey to the teachers about where the records were kept, the availability of the records and whether there was any dissatisfaction of the current process in the sharing of records. The results were that everyone is satisfied with the current process. Shari spoke of our g-mail accounts being secure and encrypted. Roxy and Tina spoke of the process that all schools follow in mailing the student records from school to school. Questions about cabinets being fire proof and were the cabinets locked. Tina and Roxy assured the board that they were equipped to handle a fire because CDF and the local fire departments were all close and trained. Question about how the teachers stored the information when received and Shari reported that the vast majority of them had them locked up at the center and some said they never printed them out. Staff gave Roxy and Tina kudos for how well they maintain the records and their availability on supplying teachers with anything they need within the records. A concern was voiced about the difficulty in the state reporting if the CALPADS coordinator had to work with several centers and the different processes. Jere Cox stated that whatever policy/procedure that the director endorsed, the board would consider. Jere spoke of the need to find a bigger facility that would meet our growing needs and have the space for housing the student records.

7.5 Presentation of Data on Local Indicators for the California School Dashboard for NU-Humboldt Charter School: Shari Lovett explained that the dashboard website allows the public to view data on school's performance on the eight state priorities. Every year, schools have to submit data to the state on these priorities after they are shared with the local boards. She explained the report that she is submitting to the state.

7.6 Presentation of Data on Local Indicators for the California School Dashboard for NU-Siskiyou Charter School: Shari Lovett explained that the dashboard website allows the public to view data on school's performance on the eight state priorities. Every year, schools have to submit data to the state on these priorities after they are shared with the local boards. She explained the report that she is submitting to state.

Jere Cox commented that the reports should be in the same format for both the schools.

7.7 Presentation of Plan for Annual School Goals: Shari Lovett presented the plan to address the annual school goals.

Goal 1: Northern United Charter Schools will improve student performance outcomes in the core academic classes. Renaissance Star Math and Reading assessments are performed 3x per year. Student Success Team process has been create for students with academic needs composed of administration, content specialists, school counselor and psychologist, and SP. Ed. staff. Team will meet monthly to review data. Interim CAASPP testing will be administered 2x per year, once in the fall and once in the spring. Incentives for students will be created to encourage students to put forth their best effort when taking the CAASPP.

Goal 2: Northern United Charter Schools will ensure that all students have access to an appropriate education and provided ample opportunity to learn in environments that reflect 21st century learning. Zoom classes will be offered to students unable to attend learning centers regularly. Dual enrollment in local colleges will be encouraged. Professional development and trainings for the teachers in online learning platforms will continue. Both schools will be AVID certified. High school students will be offered broad, rigorous courses that meet the A-G requirements. Internet and computers will be provided to students to access their education and educational field trips will be offered throughout the year.

Goal 3: Northern United Charter Schools will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment of all. PBIS will be implemented at all learning centers. Student Success team created. A Progress Monitoring plan that each teacher will implement has been created. Administration and special education staff have streamlined the behavior RTI process, and teachers will track data on student behavior so families and the school can communicate and set goals to improve student progress. A school wide information system will be adopted, Dial My Calls in Humboldt and Remind in Siskiyou. Learning centers will send out weekly progress reports. Back to school nights, parent –teacher conferences, community events and student performances will be hosted by the learning centers. Newsletters will be developed and sent out. Staff will be trained in safety procedures and NUCS will become an ALICE organization. Parent/student handbook as well as comprehensive safe school plan and a Bloodborne pathogen plan will be adopted.

Rosemary Kunkler asked about ID badges and a discussion was held on the pros of having staff wearing them.

8.0 CURRICULUM AND INSTRUCTION: There were no items.

9.0 FACILITIES: There were no items.

10.0 FUTURE AGENDA PLANNING:

10.1 Future agenda items: Missed Assignment Procedure for Nov. as an Action item, Director's contract for Nov. meeting, Procedures for terms of office for board members, Researching facilities availability, LCAP, WASC correspondence, Grant correspondence

11.0 FUTURE BOARD MEETINGS

11.1 Future board meetings: Next meeting is on November 15. The December board meeting has been changed to December 6th.

12.0 ADJOURNMENT

12.1 Jere Cox adjourned the meeting at 6:48pm.

Respectfully submitted by 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:

3.4 Resignations, Hires and Leaves

Action Requested:

None

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

The Board will approve all new hires, resignations and leaves throughout the year.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck

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:

5.1 Times Standard Star Student for NU-Humboldt Star Student

Action Requested:

None

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

Times Standard published our first NU-Humboldt Super Student in the newspaper on Saturday, October 27, 2018. The Counseling Department will work with them to continue to highlight great students at NU-Humboldt in the future.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Miranda Johnston

NFL

49ers Garoppolo addresses injury, his comeback

By Daniel Brown
Bay Area News Group

SANTA CLARA There's something Jimmy Garoppolo wants you to know. "This isn't something I want to get used to," the 49ers quarterback said Friday after hobbling to his locker on crutches. "I want to be out there with the guys battling and preparing for the week. We'll get back there next year."

Smiling often and speaking mostly about his resolve, Garoppolo addressed reporters for the first time since sustaining a torn ante-

rior cruciate ligament in his left leg on Sept. 23 in Kansas City.

The fateful play came with less than 6 minutes remaining in the game as Garoppolo finished a 12-yard run down the sideline. "It sucks," he said Friday. "The overall acceptance of it was tough, initially. I've never had a serious injury like this, so it's different."

Garoppolo planted his left leg while trying to elude a Chiefs defender.

"I've always been pretty cautious. So that was just kind of a freak accident of the play," he explained Fri-

day. "I don't know if it was instinct or what to cut back like that."

Garoppolo, 26, signed a \$187.5 million contract in the off-season as Jimmy G. Fewer-stoked optimism about the 49ers' future.

Garoppolo and McKinon are trying to make the best of things as rehabilitation teammates.

"It's nice having Jet there with me," the quarterback said. "We do very similar exercises. He's a little ahead of me right now so I'm trying to play a little catch-up with him. It's nice to have someone there with you the

whole time." Garoppolo's replacement, C.J. Beathard, has seven interceptions and has lost three fumbles in four starts. Garoppolo, recently healthy enough to attend meetings again, looks for opportunities to contribute a vice word or two.

"I try to," he said. "You have to pick your spots. It is different. You're not out on the field putting in the time that these guys are. So whenever (Beathard) has a question or I see something that sticks out that I can help him with, then I help however I can."



San Francisco 49ers quarterback Jimmy Garoppolo (10) sits on the bench while playing the Detroit Lions during their NFL game at Levi's Stadium in Santa Clara on Sept. 16.

SUPER STUDENTS



Gardner is the son of Sarah Starck and Jay Boyce. In his free time, Gardner enjoys driving his car, photographing flowers, spending time with people he cares about, Star Wars, and reading about humanity's scientific feats. He hopes to attend a UC, but will also be applying to Brown, where he plans to major in mechanical or aerospace engineering with either a minor or double major in physics. After college, he hopes to get a job building spaceships, and in his free time, he would like to restore old cars. Gardner says, "My experience at AR has been phenomenal. I am so incredibly thankful for the staff, and students, who have changed my life. AR is an accepting place filled with some of the most personable people ever. I couldn't be more thankful for the opportunities presented to me by AR. Gardner has earned 30 college units so far."

Gardner Boyce Academy of the Redwoods



Ferndale High School's Super Student of the month is Kyersten Borges, daughter of Steve and Leslie Borges. She is a senior who currently ranks third in her class with a 4.2 GPA. In school, Kyersten consistently challenges herself and has been on the High Honor Roll throughout her high school career. She has taken, or is currently taking, Advanced Placement (AP) Environmental Science, AP US History, AP Language and Composition, AP Literature and Composition, AP Spanish, as well as AP Calculus. When not in class, Kyersten is active in the Associated Student Body (she is the Treasurer and Recognition Commissioner), FFA, cheerleading, basketball and softball. She has also been the president of the Leo Club, the school's community service club, for the last two years, and has accumulated hundreds of community service hours. She plans on attending Southwestern Oregon Community College and then transferring to the University of Oregon to study Business with an emphasis in Sports Marketing.

Kyersten Borges Ferndale High School



Annabelle Raven is the daughter of Brooke Rawson Sandberg and Josh Sandberg of Fortuna. She attends Fortuna Union High School, with an overall GPA of 4.45. Annabelle has been an active member of the California Scholarship Federation and has taken many courses at College of the Redwoods. Annabelle is very much involved in leadership. She has served as Fortuna High School's Associated Student Body Freshman Class Sergeant of Arms. Through Future Farmers of America (FFA), she has served as the Historian, the School Board Representative and is a Leadership Chair this year. Annabelle is an avid dancer. She has performed in the Nutcracker every year since the age of 5 and participates in other dance performances every year. She has taught various dance classes over the past four years. In her free time, she is a substitute dance teacher, and also tutors in various subjects. She has coordinated and directed three summer intensive dance camps. Annabelle was a Dairy Princess contestant this past year and was selected as the 2nd alternate. She plans on attending a four-year university next fall and is currently exploring various majors, but is passionate about helping others.

Annabelle Raven Fortuna High School



McKinleyville High School's Super Student of the Month, nominated by faculty and staff, is senior Hadlie Ward, daughter of Darren and Jennifer Ward of McKinleyville. Hadlie has excelled in the classroom earning a cumulative 4.50 GPA during her 4 years at MHS. She has received recognition for Academic Excellence for each semester she has attended MHS. Hadlie has taken advanced level courses in all subjects and is presently on track to earn an International Baccalaureate diploma. An active and involved student, Hadlie has also distinguished herself in a variety of extra-curricular activities at MHS. She has served as class president all four years and has also been an active member in Interact, Science Club and the Black Student Union. Additionally, Hadlie has been a member of the Soccer and Track and Field teams each year at MHS, being named Team Captain of the Soccer team her Senior Year. In her spare time, Hadlie enjoys playing the piano and spending time with her two younger brothers. After high school, she plans on attending college and majoring in Cultural Anthropology with a minor in Journalism.

Hadlie Ward McKinleyville High School



Lilianna "Lilli" Finamore, the daughter of Jennifer and Mike Finamore of Eureka, is a senior at Eureka High School. She is currently ranked 8th in her class with a 4.23 GPA. Lilli has played cello in the school orchestra for all 4 years of high school. This year Lilli is taking 5 AP classes including AP Spanish, which is her favorite subject. Next year, Lilli is going to a foreign country with the Rotary exchange program. After her exchange, Lilli hopes to go to the East Coast to study International Studies and Affairs, or stay on the West Coast and study Marine Biology. In her free time Lilli enjoys spending time with her wonderful parents and older sister, Tori, in the beautiful Humboldt wilderness. She also likes walking her dog, and having movie nights with her closest friends and exchange siblings.

Lilianna Finamore Eureka High School



Anna Mauro, daughter of Johann Mauro and William Fankhauser of Arcata, is second in her class with a 4.43 GPA completing four honors, nine advanced placement, and two college courses. She plays the harp in Arcata Orchestra and the Eureka Symphony and won the Gold Command Performance at the California State Solo & Small Ensemble Festival. She is the graphic artist for the Arcata Arts Institute. She won the C/K Integration Bee and placed second in HIST's. She placed first in the Redwood Empire Mathematics Tournament in 2015, 2016, 2017, and second in 2018. She currently coaches Math Counts. Her junior summer, she attended COSMOS at UC Davis where she led a team that built a scanning tunneling microscope. Last summer, she was selected to attend Bryn Mawr College's advanced mathematics program. She plans to major in mathematics and her goal is to reform education and make math fun and interesting for all students.

Anna Mauro Arcata High School



Northern United Humboldt Charter School is pleased to announce Jade McKinney as our Super Student for October. Jade is an outstanding student at the Arcata Learning Center. She has a 3.5 GPA, and is planning to attend Albright College in PA. She intends to major in Environmental Studies and become an environmental lawyer. Jade is an advocate for mental health awareness and equality. She is a member of the Queer-Straight Alliance. Jade also advocates for zero waste, and uses her social media to influence and inspire others to reduce their waste footprint. Jade is an inspirational leader around our campus, and extremely motivated. She is also a creative thinker and likes to keep her options open. We are super proud to share Jade's accomplishments with you!

Jade McKinney Northern United Humboldt Charter School



Vincent Cardona, son of Che Lim and Rafael Cardona, is a senior at Saint Bernard's Academy. He has an overall GPA of 4.47 and has been on the President's Honor Roll every semester since his Freshman year. Vincent has received several academic awards of excellence throughout his high school career in several classes such as Algebra II, AP European History, and Biology. He is currently an active member of his school's Medical Club, Harry Potter Club, and Community Service club. He also serves as Business Manager of the Crusader Yearbook and is an Elections Commissioner for ASB. He has played on the Varsity Golf team for two years as well as the Varsity Soccer team for one year. He also works part-time at his family's restaurant. Vincent plans on attending a four-year university next fall.

Vincent Cardona Saint Bernard's Academy



926 MAIN STREET, FORTUNA • 1907 HEINDON ROAD, ARCATA

TO SPONSOR SUPERSTUDENTS, PLEASE CALL 707-441-055



ANDERSON, LUCAS,
SOMERVILLE & BORGES

CERTIFIED PUBLIC ACCOUNTANTS

707.725.4442 • 707.725.4483 • www.alsb.com

Agenda Item 5.

COMMUNITY RELATIONS/CORRESPONDENCE

Subject:

5.2 PCSGP Grant Correspondence

Action Requested:

None

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

We received the first correspondence from the Public Charter School Grant Program about our submission from September 2018. NU-Humboldt and NU-Siskiyou have both been approved to receive a grant this year.

Fiscal Implications:

The highest grant award is \$475,000 per school with the possibility of an additional \$100,000 for qualifying school.

Contact Person/s: Shari Lovett, Kirk Miller



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

November 1, 2018

Shari Lovett, Director
Northern United-Humboldt Charter
2120 Campton Road, Suite H
Eureka, CA 95503

Dear Director Lovett:

Subject: 2018–19 Public Charter Schools Grant Program Application Scoring

The purpose of this letter is to provide feedback on the Public Charter Schools Grant Program (PCSGP) application submitted by the September 12, 2018, submission deadline. Pursuant to the 2018–19 PCSGP Planning and Implementation Request for Applications (RFA), revised June 2018, the PCSGP application was reviewed and scored through a peer review process. Each element of the application's narrative responses was scored, based on the rubric provided in the RFA.

The overall narrative element score for the PCSGP application submitted by **Northern United- Humboldt Charter** met the RFA scoring criteria, receiving a passing score by the peer reviewers. The PCSGP application will move forward in the review process to determine whether it is eligible for funding. The next step in the review process is the review of the proposed PCSGP budget, submitted as part of the PCSGP application.

During the budget review process, the proposed PCSGP budget (Forms 5 and 6) will be reviewed for alignment to the work plan, allowable costs, and appropriate funding levels for the school type. If there are any concerns during this budget review process, California Department of Education (CDE) staff will contact you by e-mail describing any issues identified. Once issues are addressed by **Northern United- Humboldt Charter**, CDE staff will review budget revisions and if approved, your charter school will advance to the next phase of the approval process.

If you have any questions regarding this subject, please contact CDE staff by phone at 916-322-6029 or by email at PCSGP-APPS@cde.ca.gov with the words "PCSGP Scoring" and the charter school name in the subject line.

Sincerely,

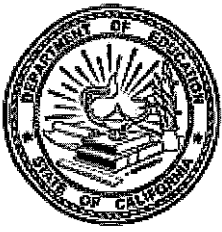
Shari Lovett, Director
November 1, 2018
Page 2

Lisa F. Constancio, Director
Charter Schools Division

LFC:km

cc: Dr. Chris Hartley, County Superintendent of Schools, Humboldt County
Office of Education

Sent via First Class Mail and Email to:
slovett@nuarters.org



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

November 1, 2018

Shari Lovett, Director
Northern United-Siskiyou Charter
2120 Campton Road, Suite H
Eureka, CA 95503

Dear Director Lovett:

Subject: 2018–19 Public Charter Schools Grant Program Application Scoring

The purpose of this letter is to provide feedback on the Public Charter Schools Grant Program (PCSGP) application submitted by the September 12, 2018, submission deadline. Pursuant to the 2018–19 PCSGP Planning and Implementation Request for Applications (RFA), revised June 2018, the PCSGP application was reviewed and scored through a peer review process. Each element of the application's narrative responses was scored, based on the rubric provided in the RFA.

The overall narrative element score for the PCSGP application submitted by **Northern United-Siskiyou Charter** met the RFA scoring criteria, receiving a passing score by the peer reviewers. The PCSGP application will move forward in the review process to determine whether it is eligible for funding. The next step in the review process is the review of the proposed PCSGP budget, submitted as part of the PCSGP application.

During the budget review process, the proposed PCSGP budget (Forms 5 and 6) will be reviewed for alignment to the work plan, allowable costs, and appropriate funding levels for the school type. If there are any concerns during this budget review process, California Department of Education (CDE) staff will contact you by e-mail describing any issues identified. Once issues are addressed by **Northern United-Siskiyou Charter**, CDE staff will review budget revisions and if approved, your charter school will advance to the next phase of the approval process.

If you have any questions regarding this subject, please contact CDE staff by phone at 916-322-6029 or by email at PCSGP-APPS@cde.ca.gov with the words "PCSGP Scoring" and the charter school name in the subject line.

Sincerely,

Shari Lovett, Director
November 1, 2018
Page 2

Lisa F. Constancio, Director
Charter Schools Division

LFC:km

cc: Kermith Walters, Superintendent, Siskiyou County Office of Education

Sent via First Class Mail and Email to:

slovett@nuarters.org

Agenda Item 5.

COMMUNITY RELATIONS/CORRESPONDENCE

Subject:

5.3 WASC Correspondence

Action Requested:

None

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

WASC Accreditation for both NU-Humboldt and NU-Siskiyou have been received, and approved through June 30, 2022

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller



Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

BARRY R. GROVES, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
EXECUTIVE VICE PRESIDENT

November 6, 2018

Mrs. Shari Lovett
Director
Northern United - Siskiyou Charter
2120 Campton Rd.
Ste I
Eureka, CA 95503

Dear Mrs. Lovett:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces that the Executive Committee of the Accrediting Commission for Schools has approved Initial Accreditation for Northern United - Siskiyou Charter (TK - 12), through June 30, 2022. The Commission will ratify this action at the Winter 2019 Commission Meeting.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the Initial Visit visiting committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. An ACS WASC visiting committee will conduct a site visit to review the school's self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school's programs and operations and the impact on student learning.

Accreditation status is conditioned upon Northern United - Siskiyou Charter's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see attached).

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC portal at <https://webportal.acswasc.org>. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: "Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges," until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., "Fully Accredited for Grades (9-12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The Commission looks forward to Northern United - Siskiyou Charter's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,



Barry R. Groves
President

Enclosures: Initial Visit Visiting Committee Report
ACS WASC Substantive Change Policy and Procedures
ACS WASC Merchandise Order Form

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

**INITIAL VISIT
VISITING COMMITTEE REPORT —
CALIFORNIA PUBLIC SCHOOLS**

This form is to be used in conjunction with the *ACS WASC Initial Visit Procedures Manual for California Public Schools* and is to be used for all California Public and California Charter Schools. Note: Criterion A6 pertains only to California Charter Schools.

Part I

Name of School: Northern United Siskiyou Charter School

School Address: 423 S. Broadway, Yreka, CA 96097

Grades Reviewed: K-12

School Type(s): Charter School

Comprehensive, Community Day School, Alternative Education/Continuation, Independent Study, Charter School, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

**Initial Visit
Chair:**

Dr. Harold Vietti
530-5159754 -
viettih@gmail.com

<small>Name</small>	<small>Phone</small>	<small>Email</small>
---------------------	----------------------	----------------------

Initial Visit Team Member(s): Tamara Pemberton

Date of Visit: October 5, 2018

Introduction

Write a paragraph summarizing the important information found in Part I and II of the *Initial Visit Application/School Description for California Public Schools*.

Northern United-Siskiyou Charter School was originally chartered through the Mattole Valley School District located in Humboldt County. As a result of the change in California State Law that disallowed Charter Schools to operate in contiguous counties the school was forced to reorganize. Prior to the law that changed the boundaries, Northern United (as a part of Mattole Valley Charter School) was fully WASC accredited. To fill the niche that Mattole Valley Charter School had once filled. Northern United – Siskiyou Charter School petitioned the Siskiyou County Office Education to become a countywide benefit direct funded charter in Siskiyou County. Northern United – Siskiyou Charter School's petition was approved on February 21, 2018.

Northern United - Siskiyou Charter School is 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 carries out due diligence in recruiting students through a variety of media and it is desired that the enrollment mirrors 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. The list below is a representative of the types of students who enrol in the school:

- 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

The purpose of this initial visit is to reaffirm that the school has maintained the same quality standards that they demonstrated when chartered with the Mattole Valley School District.

Category A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Visiting Committee comments:

Type here...

The school has a clearly stated vision and purpose. Observations indicate that the school is student centered as evidenced by their personalized learning program. Examples included their core beliefs, mission, and vision statement include:

The Core Beliefs

1. Students come first.
2. Each student has the right to a personalized education.
3. A continuous cycle of improvement is essential for the success of all students.
4. The success of each student is the shared responsibility of all stakeholders.

The Mission

Northern United – Siskiyou Charter School, in partnership with parents and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

The Vision

Northern United – Siskiyou Charter School, a school wherein every student is future-ready for, personal success, college, and the global workplace.

Northern United- Siskiyou Charter School's Vision, Mission and Schoolwide Learner Outcomes reflect that of the 21st century skills developed as part of a movement to ensure all learners are prepared to be successful employees, learners and global citizens. Northern United – Siskiyou Charter School identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives.

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Visiting Committee comments:

The Nonprofit Board of Directors is the governing body of two schools, Northern United-Siskiyou Charter School and Northern United-Humboldt Charter School. The School Director has direct and constant communication with the Board. All Board Policies are in alignment with Education Code and serve to protect and support staff and students, including conflict and resolution procedures. Nonprofit Board bylaws, as well as all school policies, were developed with guidance from School Director and legal counsel and have been adopted by the sitting Nonprofit Board. The Board participates, whether it be through action or information, in decisions that affect the school, the staff, the students and other stakeholders. The Board approves the Schoolwide Action Plan and the LCAP and ensures that the two are aligned.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Visiting Committee comments:

The School Director is the leader of the Charter School and is monitored by the Board. The School Director will ensure that curriculum is implemented in order to maximize student-learning experiences. The School Director must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The School Director has developed an Administration Team that is comprised of the Regional Directors, learning center Administration and the Coordinator of Special Education that meets monthly to discuss pertinent issues brought forth by the School Director or any member of the Team. The Team is apprised of items that are of concern to the school at large creating a "one voice" method of communication to the school community at large. The results of decisions made by the Team are monitored at ensuing Team meetings to ensure positive and supportive outcomes.

Parents are encouraged to attend and participate in Board meetings as viable sources of input to the Board.

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Visiting Committee comments:

The staff of the school is highly qualified and placed in the most optimal setting for their skill set. Some staff utilize the VPSS (Verification Process for Special Situations) process to gain qualification for special settings in some subject areas to ensure they have training to serve students in an independent study setting. NU-SCS utilizes Instructional Aids to support students in small group and one-on-one settings to support student learning. All staff are encouraged and supported financially in vetting and attending the very best professional development for their particular position.

In addition, the school provides at least four full days of professional development for all staff that covers areas of need identified by administration and staff. All professional development is tied directly to student achievement and student support. There is a post-professional development survey sent to all staff to gain insight on the effectiveness and the level to which the information learned is applied and the extent to which that application supports measurable student outcomes. This strategy is part of the continuous cycle of inquiry that is carried out by administration and the many committees/teams on which the staff sit.

Staff evaluations are performed on a two year rotation, unless there is an indication that an evaluation would be needed each year. The evaluations are based upon the California Standards for the Teaching Profession (CSTP) as well as “in-house” scoring rubrics that are completed by the head of each department with which a staff member interfaces. The administration is assigned staff for whom they will perform the observation, evaluation and the feedback session. During the feedback session, staff may be apprised of specific professional development that is suggested for them, or there may be an open discussion about professional growth out of which may come a plan for the staff member.

Administration dedicates one or more meetings a year to the topic of staffing. During the discussion, there may be recommendations of a position change for a staff member due to fluctuation in student population or a schoolwide need.

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Visiting Committee comments:

NU-SCS has the human, material, physical and financial resources sufficient to support students in accomplishing the academic standards, the college and career readiness standards and the schoolwide learner outcomes. NU-SCS has developed effective and efficient processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

NU-SCS plans three years out into the future and holds a 10% cash reserve. This reserve level is adequate to ensure the financial stability of the school. Over 80% of the funding is used directly in support of student achievement in the categories of staff, curriculum, instructional support materials, professional development and facilities.

Fiscal reports mandated by law are provided to the Northern United Charter Schools Board of Directors and they make decisions on spending as advised by the School Director of the Charter. The Board of Directors approves all policies and procedures for the school including those pertaining to staffing, facilities, instructional materials and curriculum. The School Director of the Charter apprises the Board of Directors in an ongoing manner of all issues that pertain to the above.

NOTE: CRITERION A6 APPLIES TO CHARTER SCHOOLS ONLY.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Visiting Committee comments:

Northern United - Siskiyou Charter School's leadership meets often to review the long range plan. This analysis focuses on both the long-term and short-term trends in the formative and summative test results. This frequent review provides an opportunity to be proactive in identifying growth areas and quickly take the appropriate action. The short term trends may require some adjusting in individual learning plans, curriculum shifts, or a different approach in the teaching methodology. The long term trends may involve, for example, a change in teaching assignments, a change in the focus of a particular learning center or independent study group, or a reallocation of resources. The discussion of leadership focuses on ensuring that all of NU-SCS's education resources are operating to ensure the achievement of the schoolwide learner outcomes and are in line with the school's vision and mission.

The Chief Business Official is responsible for the day-to-day financial health of NU-SCS and is responsible for ensuring each learning center and all independent study students operate within their individual budget restraints while at the same time ensuring that quality educational tools are available to each student. The budget is reviewed at the first, second, and if necessary, third interims through the Siskiyou County Office of Education. NU-SCS maintains a constant internal accounting that keeps each learning center on budget and ensures that every expense or purchase order is in line with NU-SCS's expense parameters. This regular audit and these controls are in place with an eye toward the annual independent audit conducted by an independent CPA firm. Any deficiencies or findings in the audit report will be addressed immediately and the corrective action will be included in the final report and presented to the Board of Directors and Siskiyou County Office of Education Board of Directors.

Using data gathered from input from all stakeholders, administration and the CBO, with support from Siskiyou County Office of Education, NU-SCS develops an annual budget. The budget is presented it to the NUCS School Board first in a public hearing format, allowing all stakeholders an opportunity to comment on the budget. A subsequent NUCS board meeting is held for final adoption. All NUCS School Board meetings are held in public with an agenda item for a public comment opportunity. Staff reports at NUCS School Board meetings also help to inform the public about the school's financial needs.

The Chief Business Official personally reviews every purchase order or expense request to ensure compliance with NU-SCS's budget policies and procedures. The purchase request process, obtaining written approval by the School Director, having all purchases approved by the NUCS Board of Directors and having the final processing completed by the Siskiyou County Office Of Education ensures the integrity of the process, accountability of the

leadership involved in the process, and prompt payment of all appropriate NU-SCS' expenses. In addition, these multiple independent reviews of every expense allows for any questions, issues or problems that arise to be addressed immediately.

By approving all expenses, having monthly fiscal and expenditure reports by staff, as well as adopting the annual and first and second interim budgets, the NUCS Board is able to make informed decisions regarding the fiscal standing of the school and appropriate resource allocation.

NU-SCS provides adequate salaries to faculty, administrators, and staff and these salaries are based on the adopted NUCS Pay Schedule. In addition to salary, staff employed .5 FTE or more are offered a health and welfare benefits package. NU-SCS pays a portion of the health benefits package. Staffing decisions are guided by enrollment and LCAP goals, as well as the individual needs of each center.

Budget topics are discussed in LCAP stakeholder feedback meetings, staff meetings and school board meetings. Also, most learning centers regularly hold fundraisers. While these are more informal in nature and small in scope, they provide opportunities for the public to find out more about NU-SCS, come to a NU-SCS facility for firsthand information about a variety of issues (including budget and financing) and face-to-face interaction with NU-SCS staff, and make a connection with NU-SCS through participation in the fundraising activity.

NU-SCS's fiscal policies and procedures are clearly stated in its policy and procedure handbook. They are well defined and meet State requirements. Fiscal control, which ensures compliance with all legal and state requirements, is an ongoing, continual process.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Visiting Committee comments:

Northern United – Siskiyou Charter School follows the curriculum adoption cycles dictated by the State of California and utilizes state of the art, research and standards based core and supplemental curriculum TK through 12th grade. Instructional practices that are upgraded continuously for the purposes of student engagement, access to academics, successful intervention, student success, and application to the greater context are utilized by all staff. The curriculum and instructional methodology may shift given the educational program chosen. NU-SCS offers a number of different learning options: Home based instructions, learning center offerings, a hybrid of both and online courses.

Home based independent study families have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to each family and serves along the continuum of academic advisor to teacher. The instructional methodologies used by the caregiver(s) and/or teacher depend on the setting and the needs of the student(s).

Students who attend a learning center have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to a learning center facility and meets the needs of the students several days a week at the learning center. The instructional strategies utilized vary given the grade and the needs of the students.

Students who desire a hybrid home-based and learning center program have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to a facility and meets the needs of that student while at the learning center and guides the instruction for the time the student is learning at home. The instructional strategies utilized vary given the grade and the needs of the students.

All curriculum that is purchased by the school and used by the staff are standards aligned and are used with fidelity to ensure student success. All curriculum is carefully vetted by staff members and approved by the Board of Directors to ensure that the SLOs are supported and the standards are being taught. Student achievement is at the forefront of every curricular decision that is made. Common standardized and research-based assessments are used schoolwide in mathematics and reading at least four times a year. Data is collected and analyzed by the staff with the oversight and guidance of the Content Area Specialist in each subject area. Identified areas of need are tended to in the cycle of inquiry around this data.

All courses are open to all students and no “gatekeepers” exist. If a student is in need of support, they can access that support through a Student Study Team (SST) so they are successful in meeting the SLOs.

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Visiting Committee comments:

NU-SCS offers only college preparatory courses at the 9-12 level in Tiers I and II. Students receiving Tier III support (Special Education) are offered courses that meet the accommodations in their IEP. Many students are co-enrolled or participate in dual enrollment at College of the Siskiyous, allowing them to gain college credit while in high school. All students in Tiers I and II have access to the courses of rigor offered through NU-SCS and are supported to the level they need through individual electronic live tutoring, face to face tutoring or small group intervention.

Some of the students choose to use a digital platform, such as APEX or Edynamic Learning to access curriculum and instruction, while others prefer a more traditional method of face to face classes at learning centers. Regardless of the choice, support is available and suggested at points of need. There is a clear process that the school Counselor uses to monitor success throughout enrollment. Learning center teaching staff and the school Counselor share in the oversight of making students' schedules following the student's academic plan (see below) and that all students are on track for graduation. The graduation requirements are discussed with the student and parent/guardian at the time of enrollment. There is a copy of the requirements in the Parent/Student handbook and on the school website.

Each student is guided to create an account on the California Career Resource Network (CalCRN) electronic platform, through which they have access to learning style assessments, interest inventories and investigate careers and colleges that offer pathways of education toward those careers. Using the same platform, a student builds their personal academic plan with guidance from the school Counselor, Independent Study Teacher and/or the administration. Awards, community service hours, letters of recommendation, a resume and other critical items can be uploaded and housed within this platform and can be accessed to apply to college and/or a job. Parents have access to the information through the platform and are encouraged to be an integral part of the process if they so choose. The academic plan is organic in nature to allow for changes in career goals throughout the exploration process. The school Counselor meets with each student at the onset of the process and again periodically at key points to ensure success in meeting the A-G requirements.

In addition, a student can request a meeting to talk about academics with the Counselor at any time. Students are offered opportunities to hear from guest speakers who represent a myriad of career sectors and to ask questions of them. College visits are also organized and conducted by staff for students throughout their enrollment. NU-SCS is an AVID school and

in being so is steeped in creating a college and career atmosphere complete with research based strategies to ensure college readiness.

During a student's senior year, a survey is taken requesting information about their post-secondary plans and the path they traveled that led them to those plans. The data gathered from the survey is used to revise and update the methods used to bring post-secondary information to them. Information about the students' post-secondary path is tracked on the National Student Clearinghouse web portal and shared with school administrators and counseling staff.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Visiting Committee comments:

Each student who enrolls with NU-SCS receives a personalized learning plan. At the point of enrollment, the teacher of record creates a Master Agreement detailing the plan for academics based upon: assessment data, grade level, proximity to access to outside academic institutions and interest. Each student is given a "learning style" inventory and the results are noted so learning experiences are tailored to the learning style and needs of the student. All students are presented with rigorous tailored curriculum, differentiated instruction, and, if need be, supported for success through all the Tiers beyond Tier I as long as it is needed.

NU-SCS is an (AVID) Advancement Via Individual Determination school. Within this model, teachers receive intense training on the use of strategies to increase academic rigor and student engagement. AVID uses a model they designed called WICOR (Writing, Inquiry, Collaboration, Organization and Reading) that is embedded throughout the program. Teachers utilize the many strategies within each of the areas of WICOR to deepen learning and ensure engagement. AVID trained teachers utilize Costa's levels of questioning and Webb's Depth of Knowledge to guide students in thinking, reasoning and problem solving. In addition, AVID is a complete college and career readiness program. The culture of college and career readiness starts at the elementary level and is continued throughout middle school; wherein a student can choose to be enrolled in an AVID "elective" course during which they are explicitly taught and guided on how to navigate their way to the college and career goals they have set. AVID brings solid strategies to the table of academics for teachers and supports the students in their courses of rigor, reaching educational standards, meeting the SLOs and in making their way to their academic goals.

Students who are enrolled in NU-SCS have access to every type of resource there is: whether it be a live tutor, the school library/public library, a computer, the internet (hotspots are provided if need be), online courses, face to face courses, hybrid courses and community

based resources. Secondary level students can participate in dual and concurrent enrollment at the local community college (College of the Siskiyous). The teachers and administration seek to provide each student with the connections they need to gain knowledge beyond the textbook. NU-SCS is truly an individualized

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

Visiting Committee comments:

NU-SCS is and AVID School. AVID is not just another program... at its heart, AVID is a philosophy. AVID holds students accountable to the highest standards, provides academic and social support, and through that believes students will rise to the challenge. Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what is called Schoolwide AVID.

AVID:

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials and strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination

AVID Elementary's implementation resources, trainings, and philosophy are all grounded in the idea that the "growth mindset" can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR (Writing, Inquiry, Collaboration Organization and Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture.

AVID Secondary brings best practices and proven methodologies to students in middle, junior high, and high schools. AVID's goal is to prepare all students in a school for college and career, starting with the core elective class and expanding schoolwide.

The AVID Elective class targets students, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. Typically, AVID Elective students will be the first in their families to attend college. In the AVID Elective, students are routinely required to enroll in their school's toughest courses, such as honors or Advanced Placement®. Northern United-Siskiyou Charter Schools

offers the AVID Elective for secondary at the Yreka Learning Center. A 6th grade and 7th/8th grade combo AVID/ ELA elective is offered at the Yreka and Mount Shasta Learning Centers.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Visiting Committee comments:

NU-SCS has built a system that incorporates the collection of data through which to make informed decisions and to report to parents and other stakeholders. Data showing a student's progress is made available to parents/guardians upon request, during parent conferences and after a state mandated assessment.

Baseline assessments in mathematics and reading utilizing STAR Math and STAR Reading (Renaissance) are given within 30 days of a student's enrollment. The data derived from the math assessment is used to place the student in the correct math course at the secondary level and to determine areas of strengths and gaps in base knowledge that a student may have at every level. The data derived from the reading assessment in the primary and elementary grades is used to assess strengths and gaps in a student's reading comprehension and fluency. Decisions on what supports or accelerations are needed to support a student in their learning are made via this baseline data.

Formative assessments in both mathematics and reading using the same assessment tools are given at least three times a year. The results of these formative assessments provide "Growth Reports" through which the teacher, student (if age appropriate), and the parent/guardian can see the progress being made. If, through the data, it is noted that the student is not progressing as they should, the teacher initiates the Student Study Team (SST) process. Through this process, plans are made by the team to provide further supports for the student in a Tier II Intervention setting. Within the Tier II setting, designated and level appropriate research based instructional materials are used to support students in learning. Progress monitoring while in Tier II allows all of the stakeholders to watch progress. Teachers gather, analyze and utilize the data while in Tier II to adjust the support materials/strategies. Students move out of Tier II when the data shows that appropriate growth has been made.

All teachers receive professional development on the use of Renaissance Flow, which houses the STAR Math and STAR Reading assessments and the CA Interim Assessments. Data derived from the STAR Math and STAR Reading, CAASPP, and other State mandated assessments such as: FitnessGRAM, ELPAC, CAST, etc are used to determine areas of professional growth for the staff in groups or individually. Additionally NU-SCS will begin mandating Interim CAASPP assessments in the 2019-19 school year as yet another source of data to analyze and inform instruction.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Visiting Committee comments:

Students, as stakeholders in their own education, are informed of the CA Standards and the SLOs when age appropriate. Through the format of “explicitly” teaching the expectations of behavior, the expectations of academic performance is taught. Teachers strive to guide students to the level of expectation through formative assessment and feedback. Teachers use data from formal and informal assessment to engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Assessment is the method through which informed decision making takes place at the administrative and teacher levels. Data derived from all testing is held up to the SLOs as a measuring tool for success. Teachers use formative and summative classroom assessments to guide, modify, and adjust instruction on an individual, classroom and schoolwide level.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Visiting Committee comments:

There is a two-pronged system in place to monitor student progress. The first consists of a schoolwide system of assessment in the areas of mathematics and reading using the STAR Math and STAR Reading assessments, which are created by Renaissance and are research based and normed. Baseline assessments in both are conducted within 30 days of enrollment for all students in grades 2 – 12, in mathematics and in reading for students in grades K – 8. Decisions on placement and supports are made based upon the data derived from those baseline assessments. Formative assessments are administered schoolwide at a minimum of three times a year. The “growth report” taken from the comparison between each assessment is used to inform all stakeholders of growth over time. Students who show the need for intervention supports are identified through the baseline and formative assessments. The school supports a team of content specialists, teachers and administrators called “Flow Champions” (named for the Renaissance product called Flow, which houses the Dashboard through which teachers access the STAR products). The Flow Champions attend monthly training sessions with a Coach provided by Renaissance. Information from the coaching sessions is trickled down to the staff through staff meetings. The Content Specialists in the areas of Mathematics and Reading are an integral part of the Flow Champion group and serve not only as disseminators of information to staff, but as leaders in analyzing schoolwide, learning center and individual teacher student data. Using the data the Content Specialists inform the data discussions that the Flow Champions carry out with staff. The second system

consists of discussions that take place within a group of staff who oversee the monitoring of the WASC Action Plan and the LCAP, called the Student Success Committee. The WASC Action Plan, the LCAP and the SLOs are aligned and both tend to student success in a number of ways. The oversight committee meets four (4) times a year and continually monitors adherence to the goals in both the WASC and the LCAP. The outcomes of both committee meetings are reported to the School Director who reports to the Board.

Student achievement is the overarching focus for all decisions made on: staffing, instructional materials, programmatic initiatives, professional development and fiscal resources. Each year in the spring, at a schoolwide staff development, student success data will be discussed and held up to the SLOs. From those discussions, the WASC and LCAP goals will be refined for the following year.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Visiting Committee comments:

During the enrollment process, each parent/guardian and student (if age appropriate), are given a Parent/Student Handbook and shown certain critical pieces that have to do with the role of the parent/guardian in an independent study setting. The SLOs are clearly stated in the Handbook as well as a link to the New California Standards, and the parent/guardian and the student are introduced to them at that point. During the intake, the parent/guardian and student are encouraged to be active participants in the student's education and examples are given of how that can happen. The teacher of record is the primary connection to the school for the parent/guardian and the student. The plan for communication between the stakeholders is created at the time of intake. Communication is multi-access, as all students have a school assigned- email address (parents have the right to refuse this service) through which they can communicate with their teacher. Teachers also have a phone number through which school related calls and texts can be exchanged with the parent/guardian and student. Parents/guardians and students have access to the Student Information System (SIS) through the Parent Portal. Through the portal, information such as course schedule and grades can be accessed freely.

Parents/guardians and community members are invited and encouraged to actively participate in NU-SCS on many levels. Parent input and feedback on student success is sought through surveys and in face to face meetings. Input from Parents/guardians and community members on WASC and LCAP goals are crucial and actively sought. Parents/guardians and community members sit on "Home" groups wherein input for WASC is gained. They also are encouraged to attend Stakeholder meetings to inform the school of their thoughts on LCAP.

Many centers publish ways, and speak to how, parents and students can become involved in their school and their community. Center open-houses and parent nights have proved to be an exceptional venue for increasing communication between teachers, students, parents and administration. At the onset of each school year NU-SCS's School Director sends each an every student and family a welcome letter which includes ways in which families can become involved in the school community.

Students in the secondary grades are encouraged to identify areas of interest through online interest inventories and to participate in internships in those areas. The teacher of record can connect with the school counselor to create internships and mentoring. Many learning centers host career days and bring in community members to speak to students about their career and educational path.

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

Visiting Committee comments:

A top priority and one of the sources of school pride is that a safe, secure, clean, orderly and nurturing environment is maintained. Administration and staff work together to ensure that the facilities are inviting, hygienic, well maintained and that they meet the requirements of local mandates. NU-SCS has adopted and implemented the precepts of Positive Behavior Interventions and Supports (PBIS). The staff and students show, through the use of a schoolwide assessment found in *The PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model* by Jessica Djabrayan Hannigan and Linda Hauser, that they understand the school rules – be safe, be respectful and be responsible and have been explicitly taught the behavior expectations. Research shows schools that implement PBIS with fidelity show an increase in student success. There is a survey soliciting feedback on school climate for parents and students annually. NU-SCS also has implemented the use of the research-based social-emotional Second Step curriculum in grades TK-8. The use of this curriculum is shown to improve school climate significantly.

The NU-SCS staff believes in the old adage “It takes a village” and share in supporting all students in their success when possible. Open lines of communication among staff, students, and families is highly regarded and planned for accordingly. Staff are accessible to both students and parents via phone and email as well as in-person during center hours and by appointment. Learning centers utilize technology like “Dial my Calls” and “Remind” for sharing information with staff, parents and students. Many opportunities exist for parents and students to collaborate with teachers, whether it be in a more formal parent teacher conference setting, or informally via volunteer opportunities at centers. The staff believes that everyone who works at NU-SCS prevails when students succeed. All staff actively work on the continuous cycle of improvement and show that they are dedicated to the constant fine tuning of the action plans of WASC and the LCAP coupled with the SLOs that serve to guide the school to that end. The staff participates willingly in the carefully chosen schoolwide

professional development activities and actively seek out other growth opportunities that support the school's vision.

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Visiting Committee comments:

NU-SCS students are guided in their academic needs from the moment of enrollment by means of support from their teacher and the school counselor. The individualized learning plan is designed around student's aptitude, learning style, need and abilities. Teachers are kept up to date on course offerings, online research (regarding both academia and social emotional research) and college requirements. When students require more information the teacher immediately refers the students to the counselor for one-on-one counseling.

NU-SCS offers an extensive course list, including a lengthy list of AG courses approved by the University of California's Course Management Portal (CMP). This approval was for MVCS and will be retroactive for NU-SCS pending WASC accreditation. These college preparatory courses are available and accessible to all 9-12 grade students. NU-SCS's course list provides varied and rigorous courses; both digitally and using the traditional face-to-face model to meet the diverse learning interests and needs of NU-SCS students. When a Master Agreement (MA) is created, it is designed to meet graduation requirements and focuses on the educational and career goals of the students.

The creation of the MA is supported by the high school graduation requirements, the AG requirements, a Four-Year Planning Guide document created by the School Counselor, and the students' transcript. These planning supports are offered in the NU-SCS Parent handbook. The counselor reviews all 9-12 grade MA's to ensure that students are enrolled in the recommended rigorous coursework that meets high school graduation requirements. The counselor regularly works with and trains teachers on course sequencing, courses of rigor and the various learning platforms that a student can utilize to meet these requirements, as well as available supports to meet the varied learning styles of NU-SCS students. The School Counselor is available to meet with students and families for learning assistance and college/career planning.

Many students are co-enrolled at College of the Siskiyou, allowing them to gain college credit while in high school. All NU-SCS students are welcome to attend those classes as well as any other courses, as necessary, to meet AG requirements. All students have access to the courses of rigor offered through NU-SCS and are supported to the level they need through individual electronic live tutoring, face to face tutoring or small group intervention, or even the Student Study Team process. Digital platforms such as Apex, Cyber High, and Edynamic Learning support the rural students in completion of the AG requirements.

Ongoing School Improvement

Schoolwide Areas of Strength

1. Fiscal accountability and well structured administrative team
2. Well qualified teacher and dedication to student success
3. Avid Certification for 2018
4. Continual increase in the number of students attending 2 and 4 year colleges
5. Yreka Community Service Projects

Critical Areas for Follow-up

1. Improve CAASPP scores in math and ELA.
2. Increase the number of secondary students attending two and four year institutions.
3. Increase teacher, parents and administrative participation in high quality, research based professional development



Accrediting Commission for Schools Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acs-wasc.org • www.acs-wasc.org

BARRY R. GROVES, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
EXECUTIVE VICE PRESIDENT

November 6, 2018

Mrs. Shari Lovett
Director
Northern United - Humboldt Charter
2120 Campton Rd. Ste. I
Eureka, CA 95503

Dear Mrs. Lovett:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces that the Executive Committee of the Accrediting Commission for Schools has approved Initial Accreditation for Northern United - Humboldt Charter (TK - 12), through June 30, 2022. The Commission will ratify this action at the Winter 2019 Commission Meeting.

Prior to the end of this initial accreditation period, schools must complete a self-study assessment and submit a self-study report, including the progress made in meeting the recommendations of the Initial Visit visiting committee. Self-study training will be provided and schools will be expected to have key staff participate in these training sessions. An ACS WASC visiting committee will conduct a site visit to review the school's self-study findings and supporting evidence, conduct classroom observations, and dialogue with all stakeholders. The committee will evaluate the school's programs and operations and the impact on student learning.

Accreditation status is conditioned upon Northern United - Humboldt Charter's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. One accreditation requirement is the obligation of schools to notify ACS WASC of any changes which might be substantive in nature with an explanation of the change and the anticipated effect on the educational program (see attached).

Another accreditation requirement is that schools and districts annually contribute members to participate on visiting committees. This is particularly helpful to newly accredited schools in order to gain a better understanding of the accreditation process. New members can sign up to serve on a visiting committee on the ACS WASC portal at <https://webportal.acs-wasc.org>. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of accreditation.

The approval of initial accreditation entitles you to use the following phrase on transcripts or in school advertising: "Fully Accredited by (or) Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges," until such time as your accreditation has either lapsed or been denied. If all grade levels operated by the school were included in the initial visit review, the above statement is sufficient. In other cases, the statement must specify the grade levels accredited, i.e., "Fully Accredited for Grades (9-12 for example) by the Accrediting Commission for Schools, Western Association of Schools and Colleges."

Transcripts of students who are graduating or transferring from grades covered by the accreditation may be stamped or embossed with the ACS WASC accredited seal which can be obtained from the ACS WASC office, or the "Accredited by ..." phrase can be typed on the transcript.

If you choose to disclose your status in any communications with the public, you must specify the programs or grade levels which are covered by the initial status. You must also include the name, address and website of the Accrediting Commission for Schools in the same communication. The information to include is:

Accrediting Commission for Schools
Western Association of Schools and Colleges
533 Airport Blvd., Suite 200, Burlingame, CA 94010
www.acswasc.org

The Commission looks forward to Northern United - Humboldt Charter's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,



Barry R. Groves
President

Enclosures: Initial Visit Visiting Committee Report
ACS WASC Substantive Change Policy and Procedures
ACS WASC Merchandise Order Form

Introduction

In order to fully understand it is necessary to discuss why and how Northern United-Humboldt Charter School was created. NUHC began as Mattole Valley Charter School (MVCS), a dependent charter school sponsored by Mattole Unified School District. Opening their doors on September 17, 1998, and maintaining an enrollment of 750 students, MVCS served students in four contiguous counties in northern California. 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. However, in order to come in to 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 and restructure as a new entity.

Northern United-Humboldt Charter School was developed to fill the niche that Mattole Valley Charter School had once filled. Northern United – Humboldt Charter School petitioned the Humboldt County Office Education to become a countywide benefit direct funded charter in Humboldt County. Northern United – Humboldt Charter School's petition was approved on February 14, 2018. Northern United - Humboldt Charter School is 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.

The anticipated 2018-19 enrollment by grade level is Transitional Kindergarten-2, Kindergarten 18, First-37, Second-37, Third-29, Fourth-33, Fifth-34, Sixth-30, Seventh-16, Eighth-23, Ninth-18, Tenth-16, Eleventh-23, and Twelfth-32. Of the 348 currently enrolled students 83% are White, 11% American Indian, 2% Asian and 3% African American and 2% Hispanic. The gender breakdown of currently enrolled students is 52% female and 48% male. Other demographic breakdowns of the (anticipated or current) student population include: 2% of the anticipated student population have documented 504 accommodations, 2% are English Learners, 10% are designated Homeless, 3% are Foster youth and 10% receive Special Education Services.

Northern United – Humboldt 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 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 type of 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.

Category A: Organization

A1. Vision and Purpose Criterion

The Core Beliefs

1. Students come first.
2. Each student has the right to a personalized education.
3. A continuous cycle of improvement is essential for the success of our students.
4. The success of each student is the shared responsibility of all stakeholders.

The Vision

Northern United – Humboldt Charter School, a school wherein every student is future-ready:

- Ready for personal success.
- Ready for college.
- Ready for the global workplace.

The Mission

Northern United – Humboldt Charter School, in partnership with parents and community, will engage all students in a comprehensive education, preparing them to be confident, competent and proactive citizens in a diverse society.

Strategic Goals of the Mission:

Goal 1

Northern United – Humboldt Charter School will design and implement dynamic learning experiences to ensure that all students are future-ready learners.

Goal 2

Northern United – Humboldt Charter School will recruit, develop, retain and recognize an exceptional, highly motivated staff to optimize student engagement, and learning.

Goal 3

Northern United – Humboldt Charter School will communicate in a timely, open manner and engage parents and community members in positive partnership opportunities in our schools.

Goal 4

Northern United – Humboldt Charter School will provide resources and support systems that enhance a positive learning environment and foster student and community pride.

NU-HCS values the WASC and LCAP planning process of soliciting stakeholder feedback. In the spirit of collaboration we have looked at the data provided by stakeholders during our LCAP process and have included the following three goals as we anticipate them aligning with our WASC action plan. We are committed to improving student performance, creating opportunities for authentic 21st century learning experiences, and providing an emotionally and physically safe learning environment for all.

Aligned with Goals 1 and 2 and 3 of the NU-HCS LCAP -

- 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 and safe environment for all.**

Schoolwide Learner Outcomes (SLOs)

A Northern United - Humboldt Charter School graduate reads and writes effectively.

A Northern United - Humboldt Charter School graduate sufficiently understands and functions in the world.

A Northern United - Humboldt Charter School graduate appreciates the history of mankind in all its diversity, and understands the political process.

A Northern United – Humboldt Charter School graduate applies math principles and operations to solve problems.

A Northern United - Humboldt Charter School graduate applies scientific concepts and skills to explain the world and find solutions to its problems.

A Northern United - Humboldt Charter School graduate realizes personal special interests, talents and abilities.

Northern United- Humboldt Charter School’s Vision, Mission and Schoolwide Learner Outcomes reflect that of the 21st century skills developed as part of a movement to ensure all learners are prepared to be successful employees, learners and global citizens. Northern United – Humboldt Charter School identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own special talents, whether it be in the arts, sciences, or other areas. It is the goal of this Charter School to help a student become an educated individual, one who possesses a self-motivated ability to learn, a diverse yet well-developed set of interests, and the desire to master academic skills to the best of his or her ability.

It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners who display the following attributes:

Learners, Critical Thinkers, Problem Solvers and School Community Members who:

Analyze and evaluate information and points of view

Synthesize and make connections between information and arguments

Question and use reason effectively

Solve problems in conventional and innovative ways

Apply acquired knowledge to effectively resolve current problems

Demonstrate proficiency through reading, listening, speaking, writing, viewing and presenting

Acquire, interpret, analyze, and respond to information from various sources, including technology

Take initiative for the continuing acquisition of knowledge beyond high school

Follow through with plans and goals

Are productive and accountable

Are self-directed and are persistent

Have been prepared to make informed lifestyle choices that enhance and maintain a state of well-being

Participate in a balanced program of intellectual, physical, social and aesthetic activities

Demonstrate empathy toward peers and have a stake in the positive culture of the school

The Core Beliefs, Vision, Mission and Schoolwide Learner Outcomes (SLOs) of Northern United- Humboldt Charter School (NU-HCS), a Countywide Benefit Charter, clearly define the

beliefs and precepts of the school. There is an intentional focus on the needs of the student population, which mirror the demographics of Humboldt County; primarily Caucasian and low socio-economic. In addition, there is heightened awareness and serious schoolwide planning around the fact Humboldt County is at the top of the list of the counties in California as having alarmingly high Adverse Childhood Experience (ACE) Scores. NU-HCS serves some of the most rural students in this rural county through the Independent Study model of a teacher meeting the student in their home and additionally serves students in a classroom setting in the more populated areas of the county. State of the art methodologies are used to support students in both settings in their learning, regardless of the model they choose. Due to the fact that NU-HCS is a “school of choice” parents/guardians have a sense of purpose when enrolling their student(s). NU-HCS employs a full-time K-12 Counselor who oversees the processes through which the social-emotional (K-12) and academic (9-12) critical learner needs are met. The Counselor works closely with administration, staff and the school psychologist to ensure that the whole student is tended to.

A continuous cycle of improvement is utilized by NU-HCS in every aspect of its functioning from academics to the inner-workings of the business office. The staff takes part in using data to inform decisions that are made to support student learning, ensure there is a positive school climate and to bring about a college and career focus. Charter-wide initiatives such as on-boarding Advancement Via Individual Determination (AVID) serve to strengthen pedagogy and to create a college and career culture. The use of research based common assessments, such as STAR Math and STAR Reading through Renaissance Learning provides a platform for the Student Study Team (SST) process and informs Response to Intervention (RTI) through data collection and analysis. NU-HCS has a strong Special Education program complete with a full time licensed School Psychologist, a Program Coordinator and a staff of highly trained Resource Teachers. The SST process and Tier II program help to determine the need for special education services. Within our RTI Model there is a dynamic path for all students that allows them to move organically through the tiers with support and constant monitoring. We believe that all students can achieve at high academic levels and strive for that outcome in every aspect of designing, implementing and monitoring services at all levels.

The belief that all stakeholders have a part to play in the education of our students is held charter-wide. Staff, students, families and the greater educational community all work together to ensure that all students are well served. The old adage “It takes a village” is one that is alive and well at NU-HCS. The LCAP reflects the Core Beliefs, Vision and Mission. All stakeholders are encouraged to be a part of the decision making process through input at stakeholder meetings and through paper and electronic surveys. The WASC and the LCAP are aligned tightly so all efforts are directed toward the student learning outcomes. The stakeholders have helped to create the Student Learning Outcomes (SLOs) through their input and are informed on progress through a well designed and implemented plan utilizing paper and electronic modalities and physical signage in school buildings.

A number of learning centers have developed models for parent involvement. Examples are monthly parent engagement meetings aimed at providing parents with resources on how to be effective partners in their child’s education. These meeting also allow collaboration among parents of Independent Study students and a venue for parents to express ideas and concerns with staff.

The WASC Team is headed by a Director of Special Programs and consists of Administrators, staff, students and parents. The Team has oversight over ensuring that all stakeholders have a voice in the process. There will be a bi-annual gathering of the team during which the school purpose and SLOs are looked at and modified as dictated by the determined needs of the school. The Team seeks out input from the larger group of stakeholders for input through meetings and electronic surveys. The Action Plan will be monitored by the Team using the same methods.

Visiting Committee comments:

The school makes great efforts to remind everyone, including staff, teachers, administrators, parents, and especially students of the vision and purpose of the school. Posters are placed in each site and within each class clearly stating the core beliefs, the vision, and the mission of the school. These statements are closely aligned with Goals 1-3 of the LCAP, and the connection is clear.

In discussion with admin, teachers, staff, parents, and students, it was clear that the team was united in supporting this vision. For example, Goal 1 of the vision discusses the implementation of “dynamic learning experiences to ensure that all students are future-ready learners.” Some examples discussed with everyone present and observed by the WASC team were:

- Students are offered a broad course of study utilizing a wide variety of methods including direct instruction, online learning, concurrent enrollment in community college, and independent study.
- The school is working to increase PSAT, SAT, EAP, and AP participation in a myriad of ways, including paying for the enrollment in each, test prep, and education on the benefits of each.
- All high school students will take a-g approved coursework, which is mandated for graduation, so that students are exposed to a rigorous and college prep education. The counselor and other staff are working to reinstate the lengthy a-g coursework catalog so that ALL high school students can take these courses.
- 53% of the teachers are AVID trained, and evidence of AVID education was prevalent, with references to Cornell notes in class, frequent study skills practice, and college preparation and exposure in all high school-based locations.
- In most locations, students are provided with 2-1 up to 1-1 devices (like Chromebooks or laptops) to complete research assignments, take online courses, and type papers.

In discussion with parents, students, teachers, board members, and staff, it was apparent that the school cares about student performance, provides ways for students to experience 21st century learning, and provides an emotionally and physically safe learning environment for all. Students seemed engaged and challenged in each class, there was enough support for a variety of learning styles and levels, work seemed appropriate for grades represented, and the students knew that the expectation was that they would be safe, respectful, and responsible at all locations.

A2. Governance Criterion:

Selected statements from the school application (optional):

The Nonprofit Board of Directors is the governing body of two schools, Northern United-Humboldt Charter School and Northern United-Siskiyou Charter School. The School Director has direct and constant communication with the Board. All Board Policies are in alignment with Education Code and serve to protect and support staff and students, including conflict and resolution procedures. Nonprofit Board bylaws, as well as all school policies, were developed with guidance from School Director and legal counsel and have been adopted by the sitting Nonprofit Board.

The Board participates, whether it be through action or information, in decisions that affect the school, the staff, the students and other stakeholders. The Board approves the Schoolwide Action Plan and the LCAP and ensures that the two are aligned.

The School Director is the leader of the Charter School and is monitored by the Board. The School Director will ensure that curriculum is implemented in order to maximize student-learning experiences. The School Director must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The School Director shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the Charter School Board of Directors
- Oversee school finances to ensure financial stability
- Participate in and develop professional development workshops as needed
- Serve or appoint a designee to serve on any committees of the Charter School

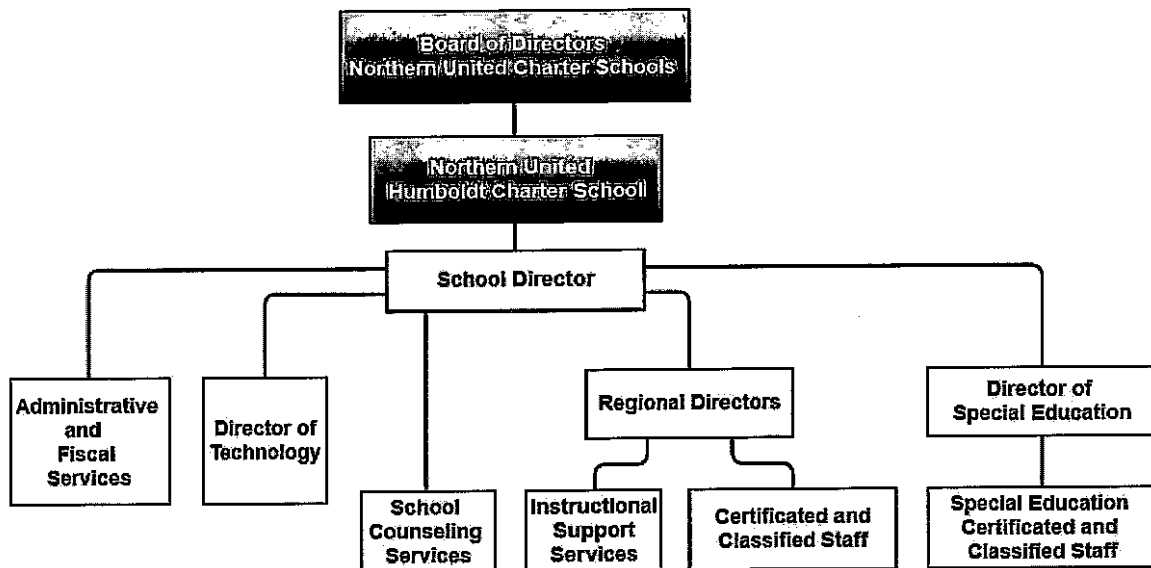
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws and help secure local grants
- Communicate with parents, recruit new families and students, and assure families of academic growth
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the County
- Identify the staffing needs of the Charter School and offer staff development as needed
- Maintain up-to-date financial records
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school buildings
- Promote the Charter School in the community and promote positive public relations and interact effectively with media
- Attend County administrative meetings as requested by the County and stay in direct contact with the County regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the County on fiscal oversight issues as requested by the County
- Develop the school annual performance report, the SARC, and the LCAP
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the County Superintendent of Schools, the State Controller and the California Department of Education
- Manage student discipline, and as necessary, participate in the suspension and expulsion process
- Participate in IEP meetings as necessary

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

The School Director has developed an Administration Team that is comprised of the Regional Directors, learning center Administration and the Coordinator of Special Education that meets monthly to discuss pertinent issues brought forth by the School Director or any member of the Team. The Team is apprised of items that are of concern to the school at large creating a “one voice” method of communication to the school community at large. The results of decisions made by the Team are monitored at ensuing Team meetings to ensure positive and supportive outcomes.

Parents are encouraged to attend and participate in Board meetings as viable sources of input to the Board.

Below is the Organizational Chart:



Visiting Committee comments:

The Visiting Committee met with members of the board, the director, regional directors, special education staff, teaching and other staff, and members of the school counseling department. The

board members, who had vast experience in many areas of education, discussed their commitment to the vision and mission of the school, and also discussed details of governance. The school has bylaws and policies that are aligned to the school's vision and mission, and supports all aspects of student learning and preparation for the future. Board members discussed the use of data in decision-making, and gave examples of utilizing test scores and the LCAP to drive decision-making. The director and other members of the organization are clearly delegated the power to implement policies and provide oversight and input as needed.

The delegation of decision-making is clear, as you can see in the above chart, with no sign of confusion about the responsibilities of each position.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Selected statements from the school application (optional):

Through a carefully designed process, the School Director leads the staff in diving deeply into the school purpose, student accomplishments of the SLOs and academic standards. The School Director, through the Administrative Team, guides the process, empowering the members of the Team to interface with the staff over which they serve with a focus on maintaining a shared responsibility for student success. Strategic discussions take place at weekly staff meetings at learning centers and with the Independent Study Teachers (ISTs). The outcomes of those discussions are brought back to the Team and is used to inform the continuous cycle of inquiry. Through this method, all staff has a voice and those voices are evident in decisions that are made in instructional practices, professional development, and data driven decision making.

The Board adopted policies guide the actions of the school and are utilized by staff as the cornerstone of their work. There is an electronic staff handbook complete with school policies and procedures as well as other resources. Many staff resources are housed on the school website as well. The culture of the flow of information is represented on the Organizational Chart on the previous page.

Leadership works with staff on the implementation of curriculum and pedagogical methods that support student achievement. Staff is consulted about topics for professional development that will serve to support them in designing delivery of the standards. A follow-up survey is sent to all staff in regard to the school-side professional development opportunities. The data gathered is used as part of the continuous cycle of inquiry.

Staff is encouraged to attend Board meetings and to speak freely and openly on any topic that stands to support student learning and the success of the school in meeting the students' critical learner needs. In addition Northern United-Humboldt Charter School will conduct monthly, voluntary, "Coffee with Colleagues" meetings aimed at disseminating information. This would be a venue for staff to voice their ideas and to collaborate with administration in developing recommendations to inform Northern United Charter Schools' Board policies. The purpose of

the monthly meetings is to bring us closer together as a school and to increase opportunities for internal communication. These meetings provide an opportunity to update staff on what's going well at centers, clarify information, resolve differences, share new ideas in curriculum, instruction and online resources so we are all continually moving toward improving student outcomes and promoting a positive and safe learning environment.

Visiting Committee comments:

The School Director leads the staff in regular meetings with the Administrative Team, to create a continuous cycle of inquiry. Student need, as evidenced by assessment, the results of instruction, and even surveys of stakeholders, drives instruction. Teachers are offered professional development in areas of need, and are surveyed for additional areas of additional areas of development. The surveys, assessment, and other methods are then used to inform more reflection, brain-storming, and training.

Staff is well-trained, from a staff handbook, all the way to trainings in programs like AVID, PBIS, and more specific curriculum and methods. Administration is open to feedback in all areas, and staff is encouraged to attend board meetings and meet with administration to speak openly about concerns, successes, or areas of improvement.

A4. Staff: Qualified and Professional Development Criterion

Selected statements from the school application (optional):

The staff of the school is highly qualified and placed in the most optimal setting for their skill set. Some staff utilize the VPSS (Verification Process for Special Situations) process to gain qualification for special settings in some subject areas to ensure they have training to serve students in an independent study setting. NU-HCS utilizes Instructional Aids to support students in small group and one-on-one settings to support student learning. All staff are encouraged and supported financially in vetting and attending the very best professional development for their particular position. In addition, the school provides at least four full days of professional development for all staff that covers areas of need identified by administration and staff. All professional development is tied directly to student achievement and student support. There is a post-professional development survey sent to all staff to gain insight on the effectiveness and the level to which the information learned is applied and the extent to which that application supports measurable student outcomes. This strategy is part of the continuous cycle of inquiry that is carried out by administration and the many committees/teams on which the staff sit.

A very clear hiring process is in place and is adhered to. There is one single point of contact who works with administration to identify positions that are in need of posting, collect application packets and make them available to administration to preview, set up the interviews with standardized interview protocols and questions, perform the reference checks and notify all candidates of the outcome. Administration works to ensure that the skill set of a staff member meets the needs of the position.

Staff evaluations are performed on a two year rotation, unless there is an indication that an evaluation would be needed each year. The evaluations are based upon the California Standards for the Teaching Profession (CSTP) as well as “in-house” scoring rubrics that are completed by the head of each department with which a staff member interfaces. The administration is assigned staff for whom they will perform the observation, evaluation and the feedback session. During the feedback session, staff may be apprised of

specific professional development that is suggested for them, or there may be an open discussion about professional growth out of which may come a plan for the staff member.

Administration dedicates one or more meetings a year to the topic of staffing. During the discussion, there may be recommendations of a position change for a staff member due to fluctuation in student population or a schoolwide need.

Visiting Committee comments:

Teachers are highly qualified and teaching in their certificated subject areas. Rigorous VPSS (Verification Process for Special Situations) classes are utilized to train Independent Study teachers in areas where they may not be certificated. The Visiting Committee observed rigorous and appropriate instruction during classes, and Instructional Aides were in most classrooms assisting students and supporting student learning.

As discussed, student need drives training and professional development of teachers, staff, and administration. Surveys, additional assessment, and student need continues to drive a cycle of inquiry and training that is designed for continual improvement.

A5. Resources Criterion:

Selected statements from the school application (optional):

NU-HCS has the human, material, physical and financial resources sufficient to support students in accomplishing the academic standards, the college and career readiness standards and the schoolwide learner outcomes. NU-HCS has developed effective and efficient processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. NU-HCS plans three years out into the future and holds a 10% cash reserve. This reserve level is adequate to ensure the financial stability of the school.

Over 80% of the funding is used directly in support of student achievement in the categories of staff, curriculum, instructional support materials, professional development and facilities. Fiscal reports mandated by law are provided to the Northern United Charter Schools Board of Directors and they make decisions on spending as advised by the School Director of the Charter. The Board of Directors approves all policies and procedures for the school including those pertaining to staffing, facilities, instructional materials and curriculum. The School Director of the Charter apprises the Board of Directors in an ongoing manner of all issues that pertain to the above.

On an annual basis, school administration analyzes student achievement data on State mandated assessments and that analysis is disseminated to the staff at staff meetings whereupon discussions are held to gain insights into possible causes and solutions. The data gathered, as well as data gathered from parent and community stakeholders, is analyzed and the outcome of the discussions are the basis for the decisions that are made for the creation of LCAP goals and actions and how resources are allocated. Acquiring and maintaining adequate instructional materials and equipment is a crucial component of student achievement. When data shows a need for additional resources, a sufficient allocation of resources is provided to address the need.

Resources are also available to hire, nurture, and provide ongoing professional development for a well-qualified staff. This is represented in the LCAP goals and actions regarding schoolwide professional development, the identification of added resources and supports such as the

Response to Intervention (RTI) for academics if needed and for the placement of staff, as well as all other decisions regarding resources for staff development.

The School Administration carries out a facilities inspection using the Facilities Inspection Tool (FIT) on a yearly basis to ensure they are safe, functional, clean, well maintained and that they meet the requirements of local mandates. Having a safe and functioning facility for students and teachers to interact allows an opportunity for NU-HCS to address the vision, mission and SLOs and help students achieve academically.

Visiting Committee comments:

The Visiting Committee observed evidence of the school utilizing human, material, physical, and financial resources effectively and appropriately. Each location is allotted a budget directly related to student count and ADA, with funding used directly for staff, curriculum, instructional support materials, professional development, and facilities. Checks and balances are in place to protect against mishandling of funds, including regular audits and transparent budgeting practices.

The school utilizes the vision, student achievement data, and the LCAP to determine what programs are needed for student success. Data from stakeholder surveys of staff, parents, students, and community is also utilized to determine what programs are deemed important. All of this data also fuels the creation and updating of LCAP goals. Resources are also utilized regularly for upkeep and the upgrading of facilities as needed.

NOTE: CRITERION A6 APPLIES TO CHARTER SCHOOLS ONLY.

A6. Resources Criterion [Charter Schools Only]:

Selected statements from the school application (optional):

The Visiting Committee observed evidence of the school utilizing human, material, physical, and financial resources effectively and appropriately. Each location is allotted a budget directly related to student count and ADA, with funding used directly for staff, curriculum, instructional support materials, professional development, and facilities. Checks and balances are in place to protect against mishandling of funds, including regular audits and transparent budgeting practices.

The school utilizes the vision, student achievement data, and the LCAP to determine what programs are needed for student success. Data from stakeholder surveys of staff, parents, students, and community is also utilized to determine what programs are deemed important. All of this data also fuels the creation and updating of LCAP goals. Resources are also utilized regularly for upkeep and the upgrading of facilities as needed.

Visiting Committee comments:

The school utilizes both inside and outside review to ensure responsible financial operations. A Chief Business Official reviews the financial health of the school, including regular review the budgets of both learning centers and independent study students. Budgets are also reviewed by the Humboldt County Office of Education to ensure accuracy and fiscal responsibility. An annual audit is conducted by an independent CPA firm.

The annual budget is developed by the school with input from all stakeholders, and presented to the school board in a public meeting. Purchases are reviewed by the Chief Business Official, the School Director, the Board, and the Office of Education. This process provides checks and balances to ensure stakeholder input, financial responsibility, and prompt payment of expenses.

Category B:
Standards-based Student Learning: Curriculum

B1

Northern United – Humboldt Charter School follows the curriculum adoption cycles and common core standards as dictated by the State of California and utilizes state of the art, research and standards based core and supplemental curriculum TK through 12th grade. All staff have been trained to utilize the Frameworks to ensure the assessments and approach to teaching are aligned to the standards in the subject area(s) in which they teach. All staff support the SLOs through strict adherence to the standards and use of formative assessment. A continuous cycle of inquiry is performed using standardized assessment data at each learning center to determine the contributing factors to the successes and the areas that need to be improved.

Instructional practices are upgraded continuously for the purposes of student engagement, access to academics, successful intervention, student success, and application to the greater context are utilized by all staff.

Home based independent study families have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to each family and serves along the continuum of academic advisor to teacher. The instructional methodologies used by the caregiver(s) and/or teacher depend on the setting and the needs of the student(s).

Students who desire a hybrid home-based and/or a learning center program have access to curriculum that would best serve the student in his/her academic program. A credentialed teacher is assigned to a facility and meets the needs of that student while at the learning center and guides the instruction for the time the student is learning at home.

Students who desire a virtual setting for their education may access that through a home-based setting or at a learning center. A credentialed teacher is assigned to a learning center facility and meets the needs of that student while at the learning center and guides them at home.

All curriculum purchased is carefully vetted by and used are standards aligned and are used with fidelity to ensure student success. The curriculum is approved by the Board of Directors to ensure that the SLOs are supported and the standards are being taught. Data is collected and analyzed by the staff with the oversight and guidance of the Content Area Specialist in each subject area. Identified areas of need are tended to in the cycle of inquiry around this data.

NU-HCS strives to implement current state-of-the-art research-based strategies through which to support student success and to foster a safe and positive learning environment. NU-HCS is an Advancement Via Individual Determination (AVID) school. NU-HCS embraces the precepts of the research-based theory of Positive Behavior Intervention and Supports (PBIS). All staff are trained in the concept and strive to implement the core principles every day

Every effort is made by school administration and staff to foster a strong articulation with local TK-8 feeder schools through relationship building, presentations and advertising. The same effort is made toward the articulation with local institutions of higher education. The students commonly are enrolled in the local community college, College of the Redwoods. There is a clear plan to expose the secondary level students to the local CSU like through physical visits, guest speakers and guided self-inquiry.

Visiting Committee comments:

The VC was impressed with the ability of the staff to adapt the curriculum to each student. By talking to student we were able to see that many of the students attend NU-HCS because the students are able to choose how they wanted to pursue their educational goals. Some have chosen for the on campus experience, some have a chosen a hybrid education where they can study at home and attend classes that are needed for graduation, others have chosen a Independent Study. Parents report that their children who were suffering and under achieving in the regular school system and are now thriving. Northern United – Humboldt Charter School follows the curriculum adoption cycles and common core standards as dictated by the State of California and utilizes state of the art, research and standards based core and supplemental curriculum TK through 12th grade.

B2. Access to Curriculum Criterion:

NU-HCS offers only college preparatory courses at the 9-12 level in Tiers I and II. Students receiving Tier III support (Special Education) are offered courses that meet the accommodations in their IEP. Advanced Placement courses are offered as well. Many students are co-enrolled or participate in dual enrollment at College of the Redwoods, allowing them to gain college credit while in high school. All students in Tiers I and II have access to the courses of rigor offered through NU-HCS and are supported to the level they need through individual electronic live tutoring, face to face tutoring or small group intervention. Some of the students choose to use a digital platform, such as APEX or Edynamic Learning to access curriculum and instruction, while others prefer a more traditional method of face to face classes at learning centers. Regardless of the choice, support is available and suggested at points of need. There is a clear process that the school Counselor uses to monitor success throughout enrollment. Learning center teaching staff and the school Counselor share in the oversight of making students' schedules following the student's academic plan and that all students are on track for graduation. The graduation requirements are discussed with the student and parent/guardian at the time of enrollment.

Each student is guided to create an account on the California Career Resource Network (CalCRN) electronic platform, through which they have access to learning style assessments, interest inventories and investigate careers and colleges that offer pathways of education toward those careers. Using the same platform, a student builds their personal academic plan with guidance from the school Counselor, Independent Study Teacher and/or the administration. Awards, community service hours, letters of recommendation, a resume and other critical items can be uploaded and housed within this platform and can be accessed to apply to college and/or a job. Parents have access to the information through the platform and are encouraged to be an integral part of the process if they so choose. The academic plan is organic in nature to allow for changes in career goals throughout the exploration process. The school Counselor meets with each student at the onset of the process and again periodically at key points to ensure success in meeting the A-G requirements. In addition, a student can request a meeting to talk about academics with the Counselor at any time. Students are offered opportunities to hear from guest

speakers who represent a myriad of career sectors and to ask questions of them. College visits are also organized and conducted by staff for students throughout their enrollment

During a student's senior year, a survey is taken requesting information about their post-secondary plans and the path they traveled that led them to those plans. The data gathered from the survey is used to revise and update the methods used to bring post-secondary information to them. Information about our students' post-secondary path is tracked on the National Student Clearinghouse web portal and shared with school administrators and counseling staff.

Visiting Committee comments:

All students have access to college preparatory courses at the 9-12 level. The sites also offer Advanced Placement classes. The students have the opportunity to enroll for dual credit from College of the Redwoods, the local community college. All students all have a "Student Master Agreement" which are review each year which is the contract that is signed by both parents and students which explains school rules, enrollment information, attendance policies and other information. This is the guiding policy for all students. Every site is an AVID site and 53% the teachers are AVID trained. Each year ten teachers attend AVID training. Quarterly meeting are held where teachers plan instructional strategies. Content specialists also hold teacher circles Also the sites use TRIO, Show Days where the theme Get Focused – Stay Focused is uused..

Category C:
Standards-based Student Learning: Instruction

C1.

Each student who enrolls with NU-HCS receives a personalized learning plan. At the point of enrollment, the teacher of record creates a Master Agreement detailing the plan for academics based upon: assessment data, grade level, proximity to access to outside academic institutions and interest. Each student is given a “learning style” inventory and the results are tailored to the learning style and needs of the student. All students are presented with rigorous tailored curriculum, differentiated instruction, and, if need be, supported for success through all the Tiers beyond Tier I as long as it is needed.

NU-HCS is an (AVID) Advancement Via Individual Determination school. AVID uses WICOR (Writing, Inquiry, Collaboration, Organization and Reading) that is embedded throughout the program. Teachers utilize the many strategies within each of the areas of WICOR to deepen learning and ensure engagement. AVID trained teachers utilize Costa’s levels of questioning and Webb’s Depth of Knowledge to guide students in thinking, reasoning and problem solving. In addition, AVID is a complete college and career readiness program. The culture of college and career readiness starts at the elementary level and is continued throughout middle school; wherein a student can choose to be enrolled in an AVID “elective” course during which they are explicitly taught and guided on how to navigate their way to the college and career goals they have set. AVID brings solid strategies to the table of academics for teachers and supports the students in their courses of rigor, reaching educational standards, meeting the SLOs and in making their way to their academic goals.

Students who are enrolled in NU-HCS have access to a live tutor, the school library/public library, a computer, the internet (hotspots are provided if need be), online courses, face to face courses, hybrid courses and community based resources. Secondary level students can participate in dual and concurrent enrollment at the local community college (College of the Redwoods) and or Humboldt State University. The teachers and administration seek to provide each student with the connections they need to gain knowledge beyond the textbook. is truly an

C2. Student Engagement Criterion:

NU-HCS is an AVID School. AVID holds students accountable to the highest standards, provides academic and social support, and through that believes students will rise to the challenge. Simply, AVID trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

AVID Elementary's implementation resources, trainings, and philosophy are all grounded in the idea that the “growth mindset” can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. AVID Elementary takes a systemic approach through the use of WICOR (Writing, Inquiry, Collaboration Organization and Reading) and an explicit focus on high expectations, rigor, and developing a college readiness culture.

AVID Secondary brings best practices and proven methodologies to students in middle, junior high, and high schools. AVID’s goal is to prepare all students in a school for college and career, starting with the core elective class and expanding schoolwide.

The AVID Elective class targets students, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. In the AVID Elective, students are routinely required to enroll in their school’s toughest courses, such as honors or Advanced Placement®. Northern United-Humboldt Charter Schools offers the AVID Elective for secondary at our Eureka and Arcata Learning Centers. A 6th grade and 7th/8th grade AVID elective is offered at our Cutten Learning Center.

NU-HCS values “Beyond the Classroom Learning” and creates rich opportunities for our students to experience their community. NU-HCS students participate in field trips to cultural events, historical venues and college campuses. They engage in their communities by becoming active in community service. Students participate in local science fairs, history days and makers labs. NU-HCS students interact with their natural world by hiking, gardening and exploring.

The AVID Elective class targets students, who have the desire to go to college and are capable of completing rigorous curriculum using the will to work hard. Typically, AVID Elective students

will be the first in their families to attend college. In the AVID Elective, students are routinely required to enroll in their school's toughest courses, such as honors or Advanced Placement®. Northern United-Humboldt Charter Schools offers the AVID Elective for secondary at our Eureka and Arcata Learning Centers. A 6th grade and 7th/8th grade AVID elective is offered at our Cutten Learning Center.

NU-HCS values "Beyond the Classroom Learning" and creates rich opportunities for our students to experience their community. NU-HCS students participate in field trips to cultural events, historical venues and college campuses. They engage in their communities by becoming active in community service. Students participate in local science fairs, history days and makers labs. NU-HCS students interact with their natural world by hiking, gardening and exploring.

Visiting Committee comments:

Students who are enrolled have access to all kinds of resources. Chrome Books are on a one to one ratio, Satellite hookups are available when needed. Internet hot spots have been created, AVID Curriculum is used throughout the school, there is a full time counselor, the sites use on line course recovery, on line classes not available to some students who are on independent study and other students who want to enroll advanced classes that are not available on the campuses, one to one tutoring, Restorative Justice, PBIS, a tired intervention system and Beyond the Classroom Learning. Classroom observation by the VC showed that students were engaged with their learning.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion:

Selected statements from the school application (optional):

Both D1 and D2 are below

NU-HCS has built a system that incorporates the collection of data through which to make informed decisions and to report to parents and other stakeholders. Data showing a student's progress is made available to parents/guardians upon request, during parent conferences and after a state mandated assessment.

Baseline assessments in mathematics and reading utilizing STAR Math and STAR Reading (Renaissance) are given within 30 days of a student's enrollment. The data derived from the math assessment is used to place the student in the correct math course at the secondary level and to determine areas of strengths and gaps in base knowledge that a student may have at every level. The data derived from the reading assessment in the primary and elementary grades is used to assess strengths and gaps in a student's reading comprehension and fluency. Decisions on what supports or accelerations are needed to support a student in their learning are made via this baseline data.

Formative assessments in both mathematics and reading using the same assessment tools are given at least three times a year. The results of these formative assessments provide "Growth Reports" through which the teacher, student (if age appropriate), and the parent/guardian can see the progress being made. If, through the data, it is noted that the student is not progressing as they should, the teacher initiates the Student Study Team (SST) process. Through this process, plans are made by the team to provide further supports for the student in a Tier II Intervention setting. Within the Tier II setting, designated and level appropriate research based instructional materials are used to support students in learning. Progress monitoring while in Tier II allows all of the stakeholders to watch progress. Teachers gather, analyze and utilize the data while in Tier II to adjust the support materials/strategies. Students move out of Tier II when the data shows that appropriate growth has been made.

All teachers receive professional development on the use of Renaissance Flow, which houses the STAR Math and STAR Reading assessments and the CA Interim Assessments. Data derived from the STAR Math and STAR Reading, CAASPP, and other State mandated assessments such as: FitnessGRAM, ELPAC, CAST, etc are used to determine areas of professional growth for the staff in groups or individually. Additionally NU-HCS will begin mandating Interim CAASPP assessments in the 2019-19 school year as yet another source of data to analyze and inform instruction.

Students, as stakeholders in their own education, are informed of the CA Standards and the SLOs when age appropriate. Through the format of “explicitly” teaching the expectations of behavior, the expectations of academic performance is taught. Teachers strive to guide students to the level of expectation through formative assessment and feedback. Teachers use data from formal and informal assessment to engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Assessment is the method through which informed decision making takes place at the administrative and teacher levels. Data derived from all testing is held up to the SLOs as a measuring tool for success. Teachers use formative and summative classroom assessments to guide, modify, and adjust instruction on an individual, classroom and schoolwide level.

Visiting Committee comments:

Both D1 and D2 are below

NU-HCS has built a system that incorporates the collection of data through which to make informed decisions and to report to parents and other stakeholders. Data showing a student’s progress is made available to parents/guardians upon request, during parent conferences and after a state mandated assessment.

Baseline assessments in mathematics and reading utilizing STAR Math and STAR Reading (Renaissance) are given within 30 days of a student’s enrollment. The data derived from the math assessment is used to place the student in the correct math course at the secondary level and

to determine areas of strengths and gaps in base knowledge that a student may have at every level. The data derived from the reading assessment in the primary and elementary grades is used to assess strengths and gaps in a student's reading comprehension and fluency. Decisions on what supports or accelerations are needed to support a student in their learning are made via this baseline data.

Formative assessments in both mathematics and reading using the same assessment tools are given at least three times a year. The results of these formative assessments provide "Growth Reports" through which the teacher, student (if age appropriate), and the parent/guardian can see the progress being made. If, through the data, it is noted that the student is not progressing as they should, the teacher initiates the Student Study Team (SST) process. Through this process, plans are made by the team to provide further supports for the student in a Tier II Intervention setting. Within the Tier II setting, designated and level appropriate research based instructional materials are used to support students in learning. Progress monitoring while in Tier II allows all of the stakeholders to watch progress. Teachers gather, analyze and utilize the data while in Tier II to adjust the support materials/strategies. Students move out of Tier II when the data shows that appropriate growth has been made.

All teachers receive professional development on the use of Renaissance Flow, which houses the STAR Math and STAR Reading assessments and the CA Interim Assessments. Data derived from the STAR Math and STAR Reading, CAASPP, and other State mandated assessments such as: FitnessGRAM, ELPAC, CAST, etc are used to determine areas of professional growth for the staff in groups or individually. Additionally NU-HCS will begin mandating Interim CAASPP assessments in the 2019-19 school year as yet another source of data to analyze and inform instruction.

Students, as stakeholders in their own education, are informed of the CA Standards and the SLOs when age appropriate. Through the format of "explicitly" teaching the expectations of behavior, the expectations of academic performance is taught. Teachers strive to guide students to the level of expectation through formative assessment and feedback. Teachers use data from formal

and informal assessment to engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Assessment is the method through which informed decision making takes place at the administrative and teacher levels. Data derived from all testing is held up to the SLOs as a measuring tool for success. Teachers use formative and summative classroom assessments to guide, modify, and adjust instruction on an individual, classroom and schoolwide level.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: INACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [INACOL Standard R, 2009]

Online Programs: INACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [INACOL Standard S, 2009]

Selected statements from the school application (optional):

There is a two-pronged system in place to monitor student progress. The first consists of a schoolwide system of assessment in the areas of mathematics and reading using the STAR Math and STAR Reading assessments, which are created by Renaissance and are research based and normed. Baseline assessments in both are conducted within 30 days of enrollment for all students in grades 2 – 12, in mathematics and in reading for students in grades K – 8. Decisions on placement and supports are made based upon the data derived from those baseline assessments. Formative assessments are administered schoolwide at a minimum of three times a year. The “growth report” taken from the comparison between each assessment is used to inform all stakeholders of growth over time. Students who show the need for intervention supports are identified through the baseline and formative assessments. The school supports a team of content specialists, teachers and administrators called “Flow Champions” (named for the Renaissance product called Flow, which houses the Dashboard through which teachers access the STAR products). The Flow Champions attend monthly training sessions with a Coach provided by Renaissance. Information from the coaching sessions is trickled down to the staff through staff meetings. The Content Specialists in the areas of Mathematics and Reading are an integral part of the Flow Champion group and serve not only as disseminators of information to staff, but as leaders in analyzing schoolwide, learning center and individual teacher student data. Using the data the Content Specialists inform the data discussions that the Flow Champions carry out with staff. The second system consists of discussions that take place within a group of staff who oversee the monitoring of the WASC Action Plan and the LCAP, called the Student Success

Committee. The WASC Action Plan, the LCAP and the SLOs are aligned and both tend to student success in a number of ways. The oversight committee meets four (4) times a year and continually monitors adherence to the goals in both the WASC and the LCAP. The outcomes of both committee meetings are reported to the School Director who reports to the Board.

Student achievement is the overarching focus for all decisions made on: staffing, instructional materials, programmatic initiatives, professional development and fiscal resources. Each year in the spring, at a schoolwide staff development, student success data will be discussed and held up to the SLOs. From those discussions, the WASC and LCAP goals will be refined for the following year.

Visiting Committee comments:

A two-levelled system of assessment and support is in place to monitor student need and progress. Students in grades 2-12 in math and K-8 for reading are assessed for baseline data in the STAR Math and Reading programs within 30 days of enrollment. Curriculum, grade level placement, instruction, and additional supports are enacted utilizing this data.

Formative assessments are administered at least three times a year using the same programs to create a growth report, which is used to inform stakeholders of individual, classroom, and schoolwide, progress. Content Specialists analyze schoolwide data, and attend monthly training sessions with a coach provided by the assessment company to analyze data and provide the school overall, and the teachers within each classroom, information to inform changes to instruction. This creates an efficient feedback loop for schoolwide and classroom improvements in student growth.

The second level involves a group that meets four times a year called the Student Success Committee. This group utilizes a big picture approach, and monitors the WASC Action Plan and the LCAP, comparing the information to the SLOs, to ensure student success overall. The Student Success Committee also monitors Tier II interventions to confirm that appropriate instruction and materials are being used and progress is being made.

All teachers receive professional development for both in-house and state-wide assessment programs.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion

During the enrollment process, each parent/guardian and are given a Parent/Student Handbook and shown certain critical pieces that have to do with the role of the parent/guardian in an independent study setting. The SLOs are clearly stated in the Handbook as well as a link to the New California Standards, and the parent/guardian and the student are introduced to them at that point. The teacher of record is the primary connection to the school for the parent/guardian and the student. The plan for communication between the stakeholders is created at the time of intake. Communication is multi-access, as all students have a school assigned- email address (parents have the right to refuse this service) through which they can communicate with their teacher. Teachers also have a phone number through which school related calls and texts can be exchanged with the parent/guardian and student. Parents/guardians and students have access to the Student Information System (SIS) through the Parent Portal. Through the portal, information such as course schedule and grades can be accessed freely.

Parents/guardians and community members are invited and encouraged to actively participate in NU-HCS on many levels. Parent input and feedback on student success is sought through surveys and in face to face meetings. Input from Parents/guardians and community members on WASC and LCAP goals are crucial and actively sought. Parents/guardians and community members sit on “Home” groups where input for WASC was gained. They also are encouraged to attend Stakeholder meetings to inform the school of their thoughts on LCAP. Many centers publish ways, and speak to how, parents and students can become involved in their school and their community. Center open-houses and parent nights have proved to be an exceptional venue for increasing communication between teachers, students, parents and administration. At the onset of each school year NU-HCS’s School Director sends every student a family a welcome letter which includes ways in which families can become involved in the school community.

Students in the secondary grades are encouraged to identify areas of interest through online interest inventories and to participate in internships in those areas. The teacher of record can connect with the school counselor to create internships and mentoring. Many learning centers

host career days and bring in community members to speak to students about their career and educational path.

E2. School Environment Criterion

A top priority and one of the sources of school pride is that a safe, secure, clean, orderly and nurturing environment is maintained. Administration and staff work together to ensure our facilities are inviting, hygienic, well maintained and that they meet the requirements of local mandates. NU-HCS has adopted and implemented the precepts of Positive Behavior Interventions and Supports (PBIS). The staff and students show, through the use of a schoolwide assessment found in *The PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model* by Jessica Djabrayan Hannigan and Linda Hauser, that they understand the school rules – be safe, be respectful and be responsible and have been explicitly taught the behavior expectations. There is a survey soliciting feedback on school climate for parents and students annually. NU-HCS also has implemented the use of the research-based social-emotional Second Step curriculum in grades TK-8.

The NU-HCS staff believes in the old adage “It takes a village” and share in supporting all students in their success when possible. Open lines of communication among staff, students, and families is highly regarded and planned for accordingly. Staff are accessible to both students and parents via phone and email as well as in-person during center hours and by appointment. Learning centers utilize technology like “Dial my Calls” and “Remind” for sharing information with staff, parents and students. Many opportunities exist for parents and students to collaborate with teachers, whether it be in a more formal parent teacher conference setting, or informally via volunteer opportunities at centers. The staff believes that everyone who works at NU-HCS prevails when students succeed. All staff actively work on the continuous cycle of improvement and show that they are dedicated to the constant fine tuning of the action plans of WASC and the LCAP coupled with the SLOs that serve to guide the school to that end. The staff participates willingly in the carefully chosen schoolwide professional development activities and actively seek out other growth opportunities that support the school’s vision.

E3. Personal and Academic Student Support Criterion

NU-HCS students are guided in their academic needs from the moment of enrollment by means of support from their teacher and the school counselor. The individualized learning plan is designed around student's aptitude, learning style, need and abilities. Teachers are kept up to date on course offerings, online research regarding both academic, social, emotional and college requirements. When students require more information the teacher immediately refers the students to the counselor for one-on-one counseling.

NU-HCS offers an extensive course list, including a lengthy list of AG courses approved by the University of California's Course Management Portal (CMP). This approval was for MVCS and will be retroactive for NU-HCS pending WASC accreditation. These college preparatory courses are available and accessible to all 9-12 grade students. NU-HCS's course list provides varied and rigorous courses; both digitally and using the traditional face-to-face model to meet the diverse learning interests and needs of NU-HCS students. When a Master Agreement (MA) is created, it is designed to meet graduation requirements and focuses on the educational and career goals of the students. The creation of the MA is supported by the high school graduation requirements, the AG requirements, a Four-Year Planning Guide document created by the School Counselor, and the students' transcript. These planning supports are offered in the NU-HCS Parent handbook. The counselor reviews all 9-12 grade MA's to ensure that students are enrolled in the recommended rigorous coursework that meets high school graduation requirements. The counselor regularly works with and trains teachers on course sequencing, courses of rigor and the various learning platforms that a student can utilize to meet these requirements, as well as available supports to meet the varied learning styles of NU-HCS students. The School Counselor is available to meet with students and families for learning assistance and college/career planning.

Many students are co-enrolled at College of the Redwoods, allowing them to gain college credit while in high school. All NU-HCS students are welcome to attend those classes as well as any other courses, as necessary, to meet AG requirements. All students have access to the courses of rigor offered through NU-HCS and are supported to the level they need through individual

electronic live tutoring, face to face tutoring or small group intervention, or even the Student Study Team process. Digital platforms such as Apex, Cyber High, and Edynamic Learning support the more rural students in completion of the AG requirements.

Students in grades 8-12 are assisted in creating an account with the California Career Zone by the counselor. Students in grades 8-12 complete an Interest Profiler and investigate careers and colleges that offer pathways of education toward those careers. Eighth graders are also encouraged to make four year high school academic plans with the counselor. The counselor facilitates a series of 4-5 guidance lessons to 8-12 graders utilizing the California Career Resource Network (Cal CRN) electronic platform.

NU-HCS has in place a Response to Intervention framework to ensure that guidance and support services that focus on students' personal, career, and academic interests are implemented charter wide. At the Tier One level, teachers utilize PBIS and Second Step to support all students in the area of personal/ social/ emotional development and interaction. NU-HCS an (AVID) school, through which students are supported in academic rigor and exposed to college and career information and taught the tools needed to navigate the path to higher education. AVID coupled with the precepts of the research-based theory of Positive Behavior Intervention and Supports (PBIS) contribute directly to student success. All staff are trained in the concept and strive each day to implement the core principles.

A referral system is in place that teachers can access via a Referral for Support Services form. This referral process utilizes a strength-based approach to build upon student protective factors. The counselor will collaborate with the teacher, student, and family to determine additional supports necessary for school success. If a student is in need of additional support, they can also access that support through a Student Study Team (SST). These meetings offer a comprehensive review of accomplishments and strengths of the student as well as challenges that a student is navigating. The team reviews strategies that have worked and goals are set as well as a plan to monitor growth using assessment data to measure outcomes.

Students are encouraged to seek the support of the counselor. The counselor presents at the back to school nights of learning centers to connect with families and is very visible at learning centers throughout the school year. All 9-12 students are encouraged to make appointments with the counselor to ensure that students have access to the academic planning and social emotional support systems needed for academic and personal growth. The counselor also holds 'office hours' as learning centers throughout the year so that students have direct access to direct service. The counselor also works closely with seniors to ensure that FAFSA deadlines are met and that college applications are completed and submitted on time. Teachers connect families and parents to the counselor and the counselor works closely with many families to support academic planning and post-secondary planning. The counselor also works with families to facilitate any community referrals as needed. These community referrals range from accessing day-to-day basic needs such as shelter and food programs, to mental health referrals.

NU-HCS learning centers send newsletters announcing student work and awards, Student of the Month, and any extracurricular activities happening on campus that month. Student government also takes place at learning centers with students from all grades participating.

The personalized learning model employed by NU-HCS is the foundation of the charter. Curriculum is formed as a guideline, with pacing guides and syllabi used and adjusted to each students' needs and interests without compromising academic rigor. Administration and counseling review student progress regularly. Staff are especially diligent in facilitating tutoring services, remediation workshops, and small group tutoring for students identified as needing extra academic help in specific subjects.

With input from the parent, director, counselor, and teacher; if a student is suspected of needing testing for special education, that student is immediately referred to the special education department for an SST or evaluation. Identified students participate in ELPAC testing and results are communicated to teachers and parents. Teachers are English Learner authorized or Crosscultural Language and Academic Development (CLAD) certified by completion of appropriate coursework and the CTEL examination.

The EL coordinator attends yearly CELDT or ELPAC trainings for mandated test administration for English Learners (EL). EL students are reclassified RFEP (Reclassified Fluent English Proficient) based on testing, academic performance as well as teacher and parent recommendations. Students are evaluated periodically to review progress.

Online resources such as Encyclopedia Britannica, Khan Academy, StoryBird, Rosetta Stone, APEX, Cyber High, and Coursera are used to assist English Learner (EL) and Special Education students in accessing the curriculum. They also provide opportunities for enrichment to the curriculum. Tutors provide support to all students so that they are able to access the curriculum at the appropriate levels.

Visiting Committee comments:

The VC observed that there is excellent parent participation. There were sign-ups for parent participation for coming events. Parents came to meet the VC and tell about their students and the success that the students were achieving at NU-HCS. The VC saw classroom “grandparents”, parent helpers and parent participation on the governing board of directors.

The personalized learning model employed by NU-HCS is the foundation of the charter. Curriculum is formed as a guideline, with pacing guides and syllabi used and adjusted to each students’ needs and interests without compromising academic rigor. Administration and counseling review student progress regularly. The staff is especially diligent in facilitating tutoring services, remediation workshops, and small group tutoring for students identified as needing extra academic help in specific subjects.

The school sites are clean, safe and well cared for. There are ample support staff at each site as well as volunteers. The students are well cared for.

Ongoing School Improvement

Schoolwide Areas of Strength

- February, 2018 NU-HCS petition to become a county-wide benefit charter was approved.
- AVID Certification 2018
- Increase of students attending 2 and 4 year colleges
- The Get Focused, Stay Focused pilot at two sites
- The complete buy-in of the staff of the “Be Safe – Be Respectful – Be Responsible” classroom policy statement.
- All student taking A-G courses and more students taking AP classes.
- 7-12 grade students participating in the Humboldt State Trio program.
- The enthusiasm of the staff and love that is demonstrated for the students.
- Significant partnerships with parents, local artists, Humboldt State University, community members, the local Native American tribe, and the local Rotary Club.
- The communication and articulation between the school sites.

Critical Areas for Follow-up

- Continue to work to raise the low math scores.
- Continue to find ways to have more students enroll in higher level classes.
- Have all staff members be aware of the early warning signs of at risk kids through PBIS and SST meetings.
- Continue to pursue community partnerships.
- Increased participation in PSAT, SAT and AP testing.
- Promote awareness between graduating 8th grade students and high school programs.

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 of NU-SCS.
- 6.3 Each month the Regional Directors gives a report on school events and activities of NU-HCS.
- 6.4 Each month the Director may give a report on the state of the District.

Fiscal Implications:

None

Contact Person/s: Jere Cox, Kirk Miller, Julie Smith/Rebekah Davis, Shari Lovett

Agenda Item 7.
ADMINISTRATION

Subject:

7.1 Student Enrollment and Attendance Report

Action Requested:

None

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

Each month the Board receives this report to keep the Board apprised of enrollment and attendance patterns. As our revenue is generated by our enrollment and actual daily attendance, there are fiscal implications based on student numbers each day.

Enrollment as of 11/2/18 :

NU-Humboldt Charter School - 422

NU-Siskiyou Charter School - 139

Fiscal Implications:

To be determined.

Contact Person/s: Shari Lovett

**NORTHERN UNITED CHARTER SCHOOLS
ATTENDANCE AND ADA SUMMARY REPORT BY LEARNING PERIODS**

NORTHERN UNITED-HUMBOLDT CHARTER SCHOOL					NORTHERN UNITED-SISKIYOU CHARTER SCHOOL				
Date Range	Aver. Enroll	ADA Enroll	% ADA		Date Range	Aver. Enroll	ADA Enroll	% ADA	
08/27-09/21	410	400.58	98.23%		08/27-09/21	127.5	122.11	98.51%	
09/24-10/19	417	401.2	96.11%		09/24-10/19	132	126.75	96.76%	
10/22-11/16					10/22-11/16				
11/19-12/14					11/19-12/14				
12/17-01/25					12/17-01/25				
01/28-02/22					01/28-02/22				
02/25-03/22					02/25-03/22				
03/25/-04/19					03/25/-04/19				
04/22-05/17					04/22-05/17				
05/20-06/13					05/20-06/13				

Agenda Item 7.
ADMINISTRATION

Subject:

7.2 Review and Approval of the Missed Assignment Letters and Process

Action Requested:

Approval

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

Because Northern United Charter Schools now has a missed assignment policy, the process to follow, and the letters that will be sent needed to be developed. The first letter, final letter, and a form to document the meeting with the parents, student, teacher, and administrator have been created to reflect our attendance expectations in our independent study program learning environment. A process for the board to follow must also be developed.

Fiscal Implications:

None

Contact Person/s: Shari Lovett,

Missed Assignment/Meeting Procedure

When a situation arises and you are concerned or want to see improvement in work completion or meeting attendance, please follow these steps:

1. Verbal conversation with the parents and student that work is being missed, and stating your reasons why it's concerning. The Missed Assignment Policy may be reviewed with the parent at that time.

2. If no improvement, contact the appropriate administrator.
(Kirk in Siskiyou; Julie for ELC, RLC, ISTs; Rebekah for CLC, BLC, WCLC; Mary for ALC;
*****Also include Val if the student has an IEP)

3. The administrator will mail or hand deliver a Notification of Missed Assignments or Missed Meetings and Request for a Conference.

4. The parent(s), student, teacher and administrator and, if appropriate, counselor will attend a meeting. At the meeting, one of two possible determinations will be made, either it will be determined that independent study is not in the best interest of the student or that the student will be given additional time to show that independent study is in his/her best interest.

a. If it is determined that independent study is not in the best interest of the student, a second letter will be delivered to the parent through registered mail. This Notice to Remove Student from Independent Study will notify the parent that the student will be dropped from our school five schooldays from the date of the Notice. It will also inform the parent of their opportunity for a hearing. To access this opportunity, the parent must provide a written request for a hearing within three school days of the date on the Notice. If no request for a hearing is received, the student will be dropped. If a hearing is requested, a three-person panel (consisting of three administrators or teachers who are not the student's teacher) will review information provided by both the parent and the school. They will make a recommendation to the Board. The Board will vote on a final decision.

b. If it is determined that additional time will be given to the student to show that independent study is in his/her best interest, specific goals regarding expectations of work completed and attendance of scheduled meetings will be written. These goals will include a timeline and a date to reconvene. If the goals are achieved, the student may stay enrolled in our school. If the goals are not achieved, then the same process delineated in 4a above will be followed.

*****Please note, if the student has an IEP, there are some additional requirements!

5. All paperwork included in this process (the Notices, meeting notes, attendance data reports, etc.) will be collected by the administrator who will give the originals to the Record's Office for the student's cumulative folder.

III-07 Missed Assignment Policy

Per California Education Code Section 51747, Northern United Charter Schools maintains **one (1)** as the number of missed assignments that will be allowed before an evaluation is conducted to determine whether it is in the best interest of the pupil to remain in independent study.

Evaluation After Missed Assignments

After **one (1)** missed assignment an evaluation will be conducted by the School Director and/or designee and supervising teacher to determine whether it is in the best interests of the pupil to remain enrolled in independent study. The evaluation may include but is not limited to the review of the following:

- Attendance based on completion of assignments as quantified by the assigned supervising teacher
- Demonstration of skills on assignments
- Standardized test scores
- Written tests and reports if appropriate
- Oral or written presentations
- Pupil's attitude toward learning and achievement
- Punctual attendance at scheduled appointments
- Ability to meet scheduled appointments
- Preparedness for scheduled appointments
- Pupil demonstration of adequate and appropriate progress toward Common Core State Standards
- Appropriate learning environment
- Parent(s) ability to support pupil learning in the home

As part of the evaluation process, the pupil, parent(s), guardian(s) or if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder (all generally referred throughout as "Parent(s)") will be invited to present evidence to the individual or individuals conducting the evaluation. During this meeting, the School will determine whether it is in the best interest of the pupil to remain in independent study. A written record of the findings of any evaluation made pursuant to this subdivision shall be maintained in the pupil's mandatory interim record.

Additional Consideration for Pupils with a Section 504 Plan or IEP:

If the School recommends removal from independent study as a result of the Evaluation After Missed Assignments and the pupil has a Section 504 Plan or IEP, the School shall schedule an IEP meeting or Section 504 meeting (as applicable) following applicable legal timelines, to determine the following:

- 1) Whether the missed assignment was caused by or had a direct and substantial relationship to the pupil's disability
- 2) Whether the missed assignment was the direct result of the School's failure to implement the IEP or Section 504 Plan, as applicable

If the answer to either (1) or (2), above, is yes, then the missed assignment is a manifestation of the pupil's disability and the School will follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education.

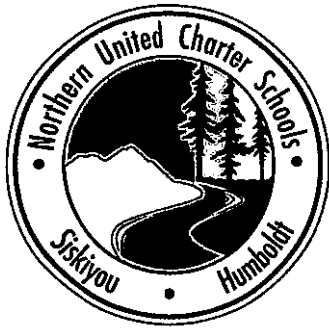
If the answer to either (1) and (2), above, is no, then the pupil may be removed from independent study consistent with this policy.

This meeting may be combined with the Evaluation After Missed Assignments at the discretion of the School.

Notice of Decision and Opportunity to Request a Hearing Prior to Removal

Once the evaluation is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Parent(s) shall be notified in writing of the School's intent to remove the pupil as it is not in their best interest to remain in independent study. The Notice shall be in the native language of the Parent(s) and provided no less than five (5) schooldays before the effective date of pupil's removal. The Notice shall include the following:

- The School's intent to remove the pupil as it is not in their best interest to remain in independent study:
- The opportunity of the Parent(s) to request a hearing that follows the same procedures as the School's disciplinary hearing. Parent(s) (or the pupil if over 18) must submit the request for hearing writing within three school days from the date of the Notice.
- If Parent(s) or pupil over 18 requests a hearing:
 - It will be scheduled following the School's expulsion hearing procedures as outlined in the School's approved charter.
 - The pupil shall remain enrolled and shall not be removed until the School issues a final decision.
- If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.



Northern United - Siskiyou Charter School

Learning Today, Leading Tomorrow

423 S. Broadway
Yreka, California 96097
Ph#: 530-842-4509
Fax#: 530-842-3226
nucharters.org

Notice of Missed Assignments or Missed Meetings and Request for a Conference

(Parent/Guardian's Name)

(Date)

(Address)

(City, State, Zip)

Re: (Student's Name)

Dear (Parent/Guardian's Name):

Our records indicate that your child _____ has missed _____ assignments or _____ meeting(s) with their teacher. It is within our school policy to conduct an evaluation, and hold a conference in order to determine if independent study is the best choice of enrollment for your child.

We are requesting that you and your child be present at the conference with an administrator and teacher on _____ to discuss available options for your student and whether or not independent study is in your student's best interest. Please contact me immediately at _____ if this date does not work for you. During this conference we will review the Northern United Charter Schools' missed assignment policy as well as identify any hardships that may be interfering with the completion of assignments. It is our goal to help your family overcome these situations to prevent further missed assignments or meetings.

Missed appointments or missed assignments for any reason affect your child's education and increase the chances for failure. We would like to understand the barriers to your child's attendance and discuss how we can work together to make sure your child is completing their assigned work and learning.

Families receiving CalWORKS benefits, involved with Juvenile Probation, or engaging with DHHS services may be eligible for additional supportive services through those agencies to help address barriers to attendance. We encourage families to connect with us, or with outside agencies, to find solutions to this important issue.

Our goal is to assist in educating your child and look forward to collaborating with you on _____.

Sincerely,

Administrator's Signature

Date

Administrator's Name (typed or printed)

Attachment: Missed Assignment Policy

Cc: Cumulative folder/student's teacher(s)/school counselor



Northern United - Siskiyou Charter School

Learning Today, Leading Tomorrow

423 S. Broadway
Yreka, California 96097
Ph#: 530-842-4509
Fax#: 530-842-3226
nucharters.org

Notice to Remove Student from Independent Study and Opportunity to Request a Hearing Prior to Removal

(Parent/Guardian's Name)
(Address)
(City, State, Zip)
Re: (Student's Name)

(Date)

Dear (Parent/Guardian's Name):

This letter is to inform you that your child will be removed from our school as it is not in their best interest to remain in independent study. You child's last day to be enrolled will be five schooldays from the date of this Notice, _____.

As previously discussed at our Independent Study Review meeting on _____, your child was to complete assignments and to attend meeting with the instructor. However, your child continues to have a problem completing assignments and/or attending the meetings scheduled with their instructor. The total number of missed assignments and meetings are below:

Missed Meetings _____

Missed Assignments _____

According to our Missed Assignment Policy, you have the opportunity to request a hearing that follows the same procedures as our school's disciplinary hearing. You must submit the request for hearing in writing within three schooldays from the date of this Notice, _____. As stated above, if no hearing is requested, your child will be removed from the school five schooldays from the date of this notice and your district of residence will be notified that your student is no longer enrolled in our school.

Sincerely,

Administrator's Signature

Date

Administrator's Name (typed or printed)

Attachment: Missed Assignment Policy, Independent Study Review Meeting Notes

Cc: Cumulative folder/student's teacher(s)/school counselor



Northern United-Siskiyou Charter School Independent Study Review Assessment

Student's Name:
Teacher's Name:
Meeting Attendees:

Date:

Northern United Siskiyou Charter School's records indicate that as of _____ (date),
_____ (student's name) has _____ incomplete assignments.

Northern United Siskiyou Charter School's records indicate that as of _____ (date),
_____ (student's name) has missed _____ out of _____ scheduled teacher meetings.

School Documentation and Information provided:

Parent Documentation and Information Provided:

Further Information and determination as to if independent study as an appropriate placement for student:

If the determination is to continue in the independent study program at Northern United Siskiyou Charter School please set goals and dates for our next follow up below.

Goals including timeline:

By date: _____, _____ (student), will complete _____ of assigned work as measured by teacher.

By date: _____, _____ (student), will attend 100% of scheduled meetings with teacher or will provide reasonable notice if circumstances prevent attendance of meeting, as measured by teacher records.

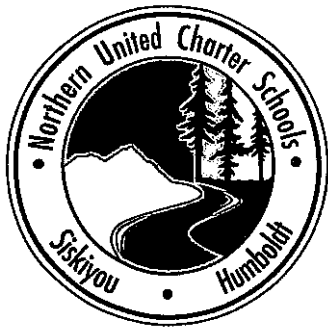
The attendance review team will reconvene by date: _____ to determine whether aforementioned goals were met. If the goals are not met you will receive a letter in the mail releasing your child from the independent study program, and as a student of Northern United Siskiyou Charter School.

Teacher: _____

Student: _____

Parent/Guardian: _____

Administrator: _____



Northern United - Humboldt Charter School

Learning Today, Leading Tomorrow

2120 Campton Rd, Suite H
Eureka, California 95503
Ph#: 707/445-2660
Fax#: 707/445-2430
nucharters.org

Notice of Missed Assignments or Missed Meetings and Request for a Conference

(Parent/Guardian's Name)

(Date)

(Address)

(City, State, Zip)

Re: (Student's Name)

Dear (Parent/Guardian's Name):

Our records indicate that your child _____ has missed _____ assignments or _____ meeting(s) with their teacher. It is within our school policy to conduct an evaluation, and hold a conference in order to determine if independent study is the best choice of enrollment for your child.

We are requesting that you and your child be present at the conference with an administrator and teacher on _____ to discuss available options for your student and whether or not independent study is in your student's best interest. Please contact me immediately at _____ if this date does not work for you. During this conference we will review the Northern United Charter Schools' missed assignment policy as well as identify any hardships that may be interfering with the completion of assignments. It is our goal to help your family overcome these situations to prevent further missed assignments or meetings.

Missed appointments or missed assignments for any reason affect your child's education and increase the chances for failure. We would like to understand the barriers to your child's attendance and discuss how we can work together to make sure your child is completing their assigned work and learning.

Families receiving CalWORKS benefits, involved with Juvenile Probation, or engaging with DHHS services may be eligible for additional supportive services through those agencies to help address barriers to attendance. We encourage families to connect with us, or with outside agencies, to find solutions to this important issue.

Our goal is to assist in educating your child and look forward to collaborating with you on _____.

Sincerely,

Administrator's Signature

Date

Administrator's Name (typed or printed)

Attachment: Missed Assignment Policy

Cc: Cumulative folder/student's teacher(s)/school counselor



Northern United - Humboldt Charter School

Learning Today, Leading Tomorrow

2120 Campton Rd, Suite H
Eureka, California 95503
Ph#: 707/445-2660
Fax#: 707/445-2430
nucharters.org

Notice to Remove Student from Independent Study and Opportunity to Request a Hearing Prior to Removal

(Parent/Guardian's Name)
(Address)
(City, State, Zip)
Re: (Student's Name)

(Date)

Dear (Parent/Guardian's Name):

This letter is to inform you that your child will be removed from our school as it is not in their best interest to remain in independent study. You child's last day to be enrolled will be five schooldays from the date of this Notice, _____.

As previously discussed at our Independent Study Review meeting on _____, your child was to complete assignments and to attend meeting with the instructor. However, your child continues to have a problem completing assignments and/or attending the meetings scheduled with their instructor. The total number of missed assignments and meetings are below:

Missed Meetings _____

Missed Assignments _____

According to our Missed Assignment Policy, you have the opportunity to request a hearing that follows the same procedures as our school's disciplinary hearing. You must submit the request for hearing in writing within three schooldays from the date of this Notice, _____. As stated above, if no hearing is requested, your child will be removed from the school five schooldays from the date of this notice and your district of residence will be notified that your student is no longer enrolled in our school.

Sincerely,

Administrator's Signature

Date

Administrator's Name (typed or printed)

Attachment: Missed Assignment Policy, Independent Study Review Meeting Notes

Cc: Cumulative folder/student's teacher(s)/school counselor



Northern United-Humboldt Charter School Independent Study Review Assessment

Student's Name: Teacher's Name: Meeting Attendees: Date:	
Northern United Humboldt Charter School's records indicate that as of _____ (date), _____ (student's name) has _____ incomplete assignments.	
Northern United Humboldt Charter School's records indicate that as of _____ (date), _____ (student's name) has missed _____ out of _____ scheduled teacher meetings.	
School Documentation and Information provided:	Parent Documentation and Information Provided:
Further Information and determination as to if independent study as an appropriate placement for student: _____ _____ _____	
If the determination is to continue in the independent study program at Northern United Humboldt Charter School please set goals and dates for our next follow up below.	
Goals including timeline: By date: _____, _____ (student), will complete _____ of assigned work as measured by teacher. By date: _____, _____ (student), will attend 100% of scheduled meetings with teacher or will provide reasonable notice if circumstances prevent attendance of meeting, as measured by teacher records. The attendance review team will reconvene by date: _____ to determine whether aforementioned goals were met. If the goals are not met you will receive a letter in the mail releasing your child from the independent study program, and as a student of Northern United Humboldt Charter School.	

Teacher: _____

Student: _____

Parent/Guardian: _____

Administrator: _____

Agenda Item 7.
ADMINISTRATION

Subject:

7.3 Ratification of Director's Contract

Action Requested:

Approval

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

The board previously approved the Director's contract, however we recently learned that the board president must verbally state the terms of the contract in an open meeting. This ratification will be retroactive to July 1, 2018.

Fiscal Implications:

As stated in the contract - \$112,000 plus \$12,368 toward health and welfare benefits.

Contact Person/s: Shari Lovett, Jere Cox

Northern United Charter Schools
School Director Contract

This Employment Contract ("Contract") is by and between Shari Lovett ("School Director") and the Governing Board ("Board") of the Northern United Charter Schools ("Charter Schools").

NOW, THEREFORE, Board offers, and School Director accepts, employment as Charter Schools School Director.

FURTHERMORE, in consideration of the foregoing and of the terms and conditions set forth herein, Board and School Director hereto agree as follows:

Contract Term

1. Board employs School Director commencing on July 1, 2018 and ending on June 30, 2019, unless such employment is terminated earlier pursuant to the provisions of the Contract or extended as otherwise provided herein or by law.

Work Year and Hours of Work

2. School Director shall render 220 days of full and regular service to Charter Schools during the annual period covered by this agreement. It is understood that the demands of the position of School Director may require more than eight (8) hours a day. School Director is not entitled to receive overtime compensation.

Compensation

3. School Director is employed as a full time employee of Charter Schools with an annual salary of one hundred and twelve thousand dollars (\$112,000.00). The annual salary shall be payable monthly on the last day of each month, in installments of one-twelfth (1/12) of the annual salary for services rendered during the preceding month, with proration for a period of less than a full year of service. The daily rate for the purpose of prorating the annual salary provided for in the Contract shall be \$509.09.
4. The annual salary may be increased at the sole discretion of Board. Any increase in salary shall be discussed and approved in open session at a regular Board meeting pursuant to Government Code Section 54956, subdivision (b). A change in salary during the term of the Contract shall not constitute the creation of a new contract or extend the termination date of the Contract.

Fringe Benefits

Medical, Dental and Vision Insurance

5. During his or her employment under the Contract, School Director may select any medical, dental, and vision plan available to other certificated employees within Charter Schools. School Director shall be responsible for any employee contribution of the plan selected.

Retirement Contribution

6. School Director is responsible for his or her share of contributions to CalSTRS.

Work Related Expenses

Reimbursement for work related expenses

7. Charter Schools shall reimburse School Director for all documented ordinary and necessary expenses, including mileage reimbursement, incurred relative to employment as School Director and consistent with Board policies, regulations, and guidelines applicable to other certificated employees.

Professional Dues

8. Charter Schools shall pay School Director's annual dues to the Association of California School Administrators (ACSA).

Leaves

9. School Director shall accrue illness leave at the rate of 12 days per year.

Professional Development

10. Charter Schools shall provide the release time and related expenses for School Director to participate in operations, programs and other activities conducted or sponsored by local, state or national school administrator and/or school board associations, and other professional development programs.

General Duties

11. Pursuant to Article 3 (commencing with Section 35026) of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education Code, School Director shall be the Chief Executive Officer of Charter Schools.

12. School Director shall competently perform all services, duties, and obligations required by (i) the Contract, (ii) applicable laws and regulations, (iii) Board rules, regulations, and policies and as otherwise directed by Board. School Director may delegate his or her duties to a responsible Charter Schools employee at School Director's discretion unless otherwise stated in applicable laws and regulations, found in Board rules, regulations, and policies, or otherwise prohibited by Board.
13. School Director shall have primary responsibility for the management of all Charter Schools affairs. In carrying out his or her duties, School Director shall provide educational leadership to Charter Schools and make student learning and student success his or her highest priorities. School Director shall endeavor to maintain and improve his or her professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate associations.
14. School Director shall be responsible for the operations of Charter Schools, including, but not limited to, the areas of general administration, instruction, human resources, communications, government relations, facilities, and business affairs.
15. For any time period during which at least one Charter Schools facility is open and School Director is unavailable, School Director shall appoint a responsible Charter Schools employee to temporarily fulfill School Director's duties and, when doing so, shall notify Board President.

Administrative and Board-Related Duties

16. School Director shall establish and maintain positive community, staff, and Board relations.
17. School Director shall attend every Board meeting unless ill, a personal emergency or out of town on school business. If missing a Board meeting, School Director shall notify the Board President in advance.
18. School Director shall serve as Secretary to Board and perform the duties as prescribed in Section 35025 of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education Code.
19. School Director shall have primary responsibility for the execution of Board policies, although primary responsibility for the formulation of Board policies is retained by Board. School Director will review all policies adopted by Board and make appropriate recommendations to Board for addition, deletion, or modification.
20. School Director shall be responsible for the development and execution of administrative regulations required or necessary for the implementation of Board policies and shall place any new or modified administrative regulation on the agenda of a Board meeting.

21. As permitted by any applicable law including, but not limited to, the Brown Act, School Director shall, in advance of Board meetings, keep all Board members advised of emerging issues that could have a material impact on Board and/or Charter Schools.
22. School Director shall serve as liaison to Board with respect to all matters of employer-employee relations and shall make recommendations to Board concerning those matters.
23. School Director shall submit financial and budgetary reports to Board and shall advise Board on possible sources of funds to carry out Charter Schools programs.
24. Annually, School Director shall prepare and submit a recommended Charter Schools budget and LCAP to Board, with supporting financial information, as well as stakeholder input, to assist Board in approving a sound budget and LCAP.
25. School Director shall enter into contracts for and on behalf of Charter Schools, subject to Board approval or ratification as required by law.
26. School Director shall have such other duties properly delegated to him or her by Board policies or by other Board actions.

Personnel Duties

27. School Director shall have primary responsibility for making timely and appropriate recommendations to Board regarding personnel matters, including the employment of personnel and any release, non-reelection, or termination of an employee. Upon request by School Director, Board may authorize School Director to employ personnel without Board approval.
28. As required by Education Code Section 35035, and subject to the approval of Board, School Director is responsible for assigning all Charter Schools employees employed in positions requiring certification qualifications. He or she shall also be responsible to periodically evaluate or cause to be evaluated all Charter Schools employees.

External Relation Duties

29. School Director shall represent Charter Schools before the public, and shall maintain such a program of public relations as may serve to improve understanding and to keep the public informed about Charter Schools activities, needs, and results.
30. School Director will act as the primary liaison with the local, state, and federal agencies and elected representatives.

31. School Director is encouraged to attend appropriate local community meetings. Reasonable expenses thereby incurred shall be reimbursed in accordance with Paragraph 7 of the Contract.
32. School Director shall regularly report to Board on all external relations activities.

Other Duties

Driver's License

33. School Director is required to maintain a valid California Driver's License and have a vehicle available at all times to perform the duties of the position.

Additional Duties

34. School Director shall carry out all lawful activities as directed by Board from time to time.

Evaluation

35. Board shall evaluate School Director in each year, utilizing the process set forth in Paragraphs 36 through 43 inclusive.
36. During the August board meeting of each year, the Board and School Director shall meet to establish and write Charter Schools goals for that school year based on Board and School Director recommendation and the LCAP.
37. At the September board meeting of each year, the School Director will provide the Board with an action plan for the purpose of meeting the Charter Schools goals. Progress on these goals will be addressed at each board meeting.
38. At the March board meeting of each year, School Director shall remind Board of Board's evaluation obligations under the Contract, and School Director and Board shall agree on dates for School Director's evaluation.
39. At the April board meeting of each year, School Director shall provide Board with an annual report regarding the state of the progress on Charter Schools goals.
40. At the April board meeting of each year, School Director shall present Board with a written self-evaluation. The self-evaluation shall be a narrative based on progress on Charter Schools goals.
41. Prior to June 30 of each year, and after receiving School Director's state of progress on Charter Schools goals report and self-evaluation, each of the following shall occur:

- Each Board member shall individually provide evaluation feedback to the Board President;
- Board will devote a portion of at least one (1) meeting to a discussion and evaluation of School Director's performance, including the working relationship between School Director and Board and the School Director's performance of duties detailed in this contract and in board policies.
- Board President shall be responsible for utilizing the individual Board member evaluations and Board discussion to prepare a single, evaluative document that communicates Board's collective feedback and expectations.
- Board President will meet with School Director to discuss the evaluation. School Director will have an opportunity to respond to the evaluation.

42. The evaluation of School Director by Board and School Director's response will be in writing and placed in a sealed envelope in School Director's personnel file marked as follows: "Confidential. Only to be opened upon authorization of Board." A copy of the evaluation will be provided to School Director.

43. Failure of Board to complete the evaluation process does not constitute a material breach of the Contract and shall not result in the amendment or extension of the Contract. Failure of Board to evaluate School Director shall not preclude Board from giving notice of termination or nonrenewal in accordance with Paragraphs 45 through 55, inclusive. Failure of Board to evaluate School Director shall constitute a positive evaluation.

Contract Renewal or Extension

44. There shall be no renewal or extension of the Contract. Should the Board desire the School Director to continue as School Director beyond the term of the Contract, the Parties shall negotiate and execute a new contract. Before the end of January, 2021, Board shall inform School Director of Board's intention to continue her employment beyond the end of the current term. At that time the School Director will also inform the board of her intention to continue her employment as School Director after the end of the current term. Such statements of intention noted here do not preclude the terms set forth below for notice and termination.

Contract Non-Renewal

Notice

45. Should Board determine that it does not wish to negotiate and execute a new contract at the end of the term of the Contract, Board shall give written notice of the decision to School

Director, at least forty-five (45) days prior to the end of the Contract, as required pursuant to Education Code Section 35031.

Termination for Cause

46. Notwithstanding any other provision of the Contract, School Director may be terminated for cause prior to the expiration of the Contract, for any of the following:

- Failure by School Director to possess or maintain a valid California Administrative Credential
- Suspension or revocation of School Director's California Administrative Credential
- Neglect of Duty
- Physical or mental inability of School Director to perform his or her duties
- Material breach of the Contract
- Any other legally permissible reason

47. Any other legally permissible reason includes, but is not limited to, conduct that is seriously detrimental to Charter Schools. Conduct that is seriously detrimental to Charter Schools includes, by way of illustration and not limitation, failure of good behavior, either during or outside of duty hours, which is of such a nature that it causes discredit to Charter Schools, unprofessional conduct, or incompetence. School Director acknowledges that he or she is Charter Schools most visible representative and is required to maintain higher standards of personal conduct than any other employee. In order to represent Charter Schools with integrity and high ethical standards, School Director shall avoid professional or personal situations that might reflect negatively on School Director, Charter Schools, or Board.

48. Prior to terminating School Director for cause, Board shall give School Director thirty (30) days written notice of its intention to terminate him or her for cause. Such written notice shall include a statement of the specific acts or omissions which give rise to the proposed action. No action shall be taken on a proposed termination for cause until School Director has had an opportunity to meet with Board to be heard by way of explanation, defense, or a showing that the specific acts or omissions have been corrected. This opportunity to be heard shall be provided within fifteen (15) calendar days after School Director is served the notice of Board's intention. This meeting with Board is not an evidentiary hearing. The Parties are expected to provide each other with a reasonable, complete explanation of their positions and either party may be accompanied by an attorney. School Director's right to meet with Board shall be exclusive of any right to any other hearing otherwise required by law.

49. Any decision to terminate School Director for cause shall be effective upon the date determined by Board, except that such date shall not be sooner than thirty (30) calendar days after the notice of termination is given to School Director. In the event that School Director is terminated for cause, all rights and obligations of the Parties under the Contract shall be deemed fully satisfied on the effective date of the termination and School Director shall not be entitled to any further benefit under the Contract including, but not limited to, the benefits described in Paragraphs 3 through 7, inclusive.
50. A determination as to whether cause exists to terminate School Director shall always be at the sole discretion of Board.

Termination without Cause

51. Notwithstanding any other provision of the Contract, Board shall have the right to terminate School Director without cause at any time before its normal expiration. If Board terminates School Director without cause before its normal expiration, it shall pay to School Director his or her base salary and medical/dental/vision and other benefits provided under the Contract for either an amount equal to the monthly salary of School Director multiplied by the number of months left on the unexpired term of the Contract or (ii) an amount equal to the monthly salary of School Director multiplied by twelve (12), whichever is less.
52. The compensation set forth in Paragraph 54 shall be the only compensation of any kind which shall be due to School Director if School Director is terminated without cause by Board.

Termination by Mutual Consent

53. Notwithstanding any other provision of the Contract, Board and School Director may, by mutual consent, terminate the Contract before its expiration. Termination by mutual consent ceases any obligation the Charter Schools has under the contract to pay School Director a salary, health and welfare benefits, or any cash settlement whatsoever.

Cash Settlements

54. If the Contract is terminated, the maximum cash settlement that School Director may receive shall either (i) an amount equal to the monthly salary of School Director multiplied by the number of months left on the unexpired term of the Contract or (ii) an amount equal to the monthly salary of School Director multiplied by twelve (12), whichever is less. This paragraph is set forth herein because it is required by subdivision (a) of Government Code Section 53260 but the Parties agree that it shall be superseded by the provisions set forth in Paragraphs 46 through 50 in the event that School Director is terminated for cause or by the limitations set for in Paragraphs 51 and 52 in the event that School Director is terminated without cause.

Termination by Death

55. The Contract shall terminate immediately upon the death of School Director and all rights and obligations of the Parties under the Contract shall be deemed fully satisfied.

School Director Indemnification

56. Charter Schools shall include School Director as a named insured in its liability and errors and omissions insurance policies.

57. Charter Schools shall, to the full extent permitted by law, defend, hold harmless, and indemnify School Director from any and all demands, claims, suits, actions, and legal proceedings brought against him or her in his or her personal capacity or in his or her official capacity as an agent and/or employee of Charter Schools, provided that the incident arose while School Director was acting on matters related to his or her employment with Charter Schools.

58. In no event will any individual Board member be personally liable for indemnifying School Director.

General Provisions

Full and Complete Contract

59. The Contract is the full and complete contract between the Parties. It can be changed or modified only in writing signed by School Director and Board President or designee after Board approval.

Entire Contract

60. The Contract contains the entire understanding between the Parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in the Contract. The Contract is intended by the Parties to be the sole instrument governing the relationship between the Parties unless a provision of law, now or hereinafter enacted, is specifically applicable to the Contract or to the relationship between Board and School Director.

Applicable Laws

61. Except as modified by the express term of the Contract, the Contract is subject to all applicable laws of the State of California, the rules and regulations of the State Board of Education, and Board rules, regulations, and policies. These laws, rules, regulations, and policies referenced herein are a part of the terms and conditions of the Contract as though fully set forth herein.

Construction

62. The Contract will be liberally construed to effectuate the intention of the Parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of the Contract, it is understood and agreed that the Parties have participated equally or have had equal opportunity to participate in the drafting hereof and no such contract term shall be construed or resolved against either party based on any rule of construction.

Delivery of Notices

63. All notices permitted or required under the Contract shall be given to School Director at the following address: 2311 Fickle Hill Road, Arcata, CA 95521
Charter Schools at the following address: 2120 Campton Road, Suite H, Eureka, CA 95503

64. Such notices shall be deemed received when personally delivered or when deposited in the U.S. Mail. However, actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

Headings

65. The headings of sections of the Contract have been inserted for convenience of reference only and shall not affect the interpretation of any of the provisions of the Contract.

Attorney's Fees

66. In the event of any action or proceeding to enforce or construe any of the provisions of the Contract, the prevailing party in any such action or proceeding shall be entitled to attorneys' fees and costs.

Severability

67. If any portion of the Contract is declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforceability of the remaining provisions of the Contract.

Abuse of Office

68. If School Director is convicted of a crime involving abuse of his or her office, School Director shall reimburse Charter Schools for all applicable costs pursuant to Article 2.6 (commencing with Section 53243) of Chapter 2 of Part 1 of Division 2 of the Government Code.

69. Pursuant to Government Code Section 53243.2, any funds received by School Director from Charter Schools resulting from Board's decision to terminate School Director without cause

pursuant to Paragraphs 53 and 54, inclusive, shall be fully reimbursed to Charter Schools if School Director is convicted of a crime involving the abuse of his or her powers of office. If Charter Schools funds the criminal defense of School Director against charges involving the abuse of his or her office or position, and School Director is then convicted of those charges, School Director shall fully reimburse Charter Schools for all Charter Schools funds paid for School Director's criminal defense.

Governing Law and Venue

70. The Contract, and the rights and obligations of the Parties, shall be governed by and construed in accordance with the laws of the State of California. The Parties also agree that in the event of litigation, venue shall be the proper state or federal court serving Humboldt County, State of California.

No Assignment

71. School Director may not assign or transfer any rights granted or obligations assumed in the Contract.

Conflict with Board Policies

72. In the event of a conflict between the terms of the Contract, or any amendments thereto, and the terms of Board-adopted policies, the terms of the Contract shall prevail.

IN WITNESS, we affix our signatures to the Contract as the full and complete understanding of the relationships between the parties.

On Behalf of the GOVERNING BOARD OF THE NORTHERN UNITED CHARTER SCHOOLS:

 Jere Cox
Name, Board President

Jere Cox
Signature, Board President

6-27-2018
Date

I, Shari Lovett, accept Board's offer of employment and agree to comply with the Contract and fulfill all of the duties required herein as School Director of the Northern United Charter Schools.

Shari Lovett
Signature, School Director

6/27/18
Date

Agenda Item 7.
ADMINISTRATION

Subject:

7.4 Discussion of Board Members Terms in Office

Action Requested:

None

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

The process to determine the length of each board member's term must be decided.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

BYLAWS
OF
NORTHERN UNITED CHARTER SCHOOLS
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1: NAME. The name of this Corporation is Northern United Charter Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1: PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is 2120 Campton Road, Suite H, Eureka, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2: OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1: GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the Northern United Charter School (“Charter School”), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1: CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1: DEDICATION OF ASSETS. The Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the charter governing the charter schools operated as or by the Corporation. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE VI CORPORATION WITHOUT MEMBERS

Section 1: CORPORATION WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1: GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”).

Section 2: SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of this article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

- c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.

Section 3: DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7) directors, unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

The Board will seek to have two (2) representatives from Northern United Charter School - Siskiyou and two (2) representatives from Northern United Charter School - Humboldt, who shall be community members and/or family members of a student attending these schools. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The School Director shall not serve on the Board and shall not vote in Board elections.

Section 4: RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5: DIRECTORS' TERMS. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified.

Section 6: NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7: USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporate funds may be expended to support a nominee without the Board's authorization.

Section 8: EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the

Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 9: RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10: DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 11: REMOVAL OF DIRECTORS. Any director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12: VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 13: NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14: PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15: MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown

Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16: REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17: SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18: NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19: QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20: TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agency in which the Corporation operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21: ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22: COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23: CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24: MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25: NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 26: COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1: OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2: DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3: ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4: REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5: RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 6: VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7: CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 8: PRESIDENT. The President, also known as the School Director shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 9: SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all

meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10: CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the Corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1: CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1: CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The

Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section 1: LOANS TO DIRECTORS AND OFFICERS. The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XII INDEMNIFICATION

Section 1: INDEMNIFICATION. To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII INSURANCE

Section 1: INSURANCE. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section 1: MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section 1: DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary, as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law.

Section 2: ACCOUNTING RECORDS AND MINUTES. On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3: MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors' at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section 1: ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2: ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XVII BYLAW AMENDMENTS

Section 1: BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority vote of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section 1: FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Northern United Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

Agenda Item 7.
ADMINISTRATION

Subject:

7.5 Discussion and Consideration of NUCS Distribution of Condoms

Action Requested:

Information

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

The Healthy Youth Act requires that students be taught specific sex education once in middle school and once in high school. The school has the option to distribute condoms to students if a student asks for them. The school is required to give local resources for birth control to students.

Fiscal Implications:

None

Contact Person/s: Shari Lovett



Home / Learning Support / Health / Comprehensive Sexual Health & HIV/AIDS Instruction

Frequently Asked Questions

Questions and answers regarding comprehensive sexual health education, HIV/AIDS and STD instruction.

The California Healthy Youth Act, which took effect January 1, 2016, requires school districts to provide students with integrated, comprehensive, accurate, and inclusive comprehensive sexual health education and HIV prevention education, at least once in high school and once in middle school. The California Healthy Youth Act made other significant changes to previous Education Code (EC) requirements for both HIV prevention education and comprehensive sexual health education which are summarized below.

[Expand All](#) | [Collapse All](#)

1. What are the purposes of the California Healthy Youth Act?

To provide students with the knowledge and skills necessary to:

- Protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- Develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- Have healthy, positive, and safe relationships and behaviors;
- Promote understanding of sexuality as a normal part of human development; and
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

2. Are schools required to teach comprehensive sexual health education and HIV prevention education?

Yes. The California Healthy Youth Act requires that students in grades 7-12 receive comprehensive sexual health education and HIV prevention education at least once in middle school and once in high school. The Education Code defines comprehensive sexual health education as "education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections" (EC § 51931(b)) and HIV prevention education as "instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS" (EC § 51931(d)).

3. Does the law permit schools to teach comprehensive sexual health and HIV prevention education in elementary school?

Yes. Comprehensive sexual health and HIV prevention education may be taught in grades K-6, inclusive. All instruction and materials in grades K-6 must meet the instructional criteria or baseline requirements listed below. Content that is required in grades 7-12 may also be included in an age-appropriate way in earlier grades. (EC §§ 51933, 51934(b).)

4. What are the instructional criteria requirements for all comprehensive sexual health education and HIV prevention Education?

According to the Education Code (EC § 51933), all instruction and materials in all grades must:

- Be age-appropriate;
- Be medically accurate and objective;
- Align with and support the purposes of the California Healthy Youth Act, as described above;
- Be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds;
- Be appropriate for and equally available to English language learners;
- Be appropriate for and accessible to pupils with disabilities;
- Affirmatively recognize different sexual orientations and be inclusive of same-sex relationships in discussions and examples;
- Teach about gender, gender expression, gender identity, and the harm of negative gender stereotypes;
- Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality, and provide skills for doing so;
- Teach the value of and prepare students to have and maintain committed relationships such as marriage;
- Provide knowledge and skills for forming healthy relationships that are free from violence; and
- Provide knowledge and skills for making and implementing healthy decisions about sexuality including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.

In addition, the Education Code (EC § 51933) specifies that instruction and materials in all grades may not:

- Teach or promote religious doctrine; or
- Reflect or promote bias against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, race or ethnicity, nationality, religion, or sexual orientation, or any other category protected by the non-discrimination policy codified in Education Code § 220..

5. What additional instructional content is required in grades 7-12?

Instruction provided in grades 7-12, in addition to meeting the instructional criteria or baseline requirements above, must include all of the following content (EC § 51934):

- Information on the nature and transmission of HIV and other sexually transmitted infections (STIs);
- Information about all federal Food and Drug Administration (FDA)-approved methods of preventing and reducing the risk of transmission of HIV and other STIs, including antiretroviral treatment, and information about treatment of HIV and STIs;
- Information about reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing;
- Discussion about social views of HIV and AIDS, emphasizing that all people are at some risk of contracting HIV and that the only way to know one's HIV status is by being tested;
- Information about accessing resources for sexual and reproductive health care and assistance with sexual assault and intimate partner violence, as well as students' legal rights to access these resources;
- Information about the effectiveness and safety of all federal FDA-approved contraceptive methods in preventing pregnancy (including emergency contraception);
- Information that abstinence is the only certain way to prevent unintended pregnancy and HIV and other STIs; information about value of delaying sexual activity must be included and must be accompanied by information about other methods for preventing pregnancy, HIV and STIs;

- Information about pregnancy, including 1) the importance of prenatal care; 2) all legally available pregnancy outcomes, including parenting, adoption, and abortion; and 3) California's newborn safe surrender law; and
- Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and human trafficking.

This is a summary of the law. See EC § 51934 for the exact language of these requirements.

Any of these content areas may also be covered in an age-appropriate way prior to grade 7.

6. Does the law allow abstinence-only education?

No. Abstinence may not be discussed in isolation from other methods of preventing HIV, other STIs, and pregnancy. The Education Code requires that instruction and materials include information that abstinence is the only certain way to prevent HIV, other STIs, and unintended pregnancy. However, it also states: "Instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy." (emphasis added) (EC § 51934(a)(3).) "Abstinence-only" sex education, which offers abstinence as the only option for preventing STIs and unintended pregnancy, is not permitted in California public schools.

Comprehensive sexual health education in grades 7-12 must include medically accurate, objective information about the effectiveness and safety of all federal FDA-approved methods for preventing HIV, other STIs, and pregnancy. (EC § 51934.)

7. Why is there a requirement for integrated instruction, and what does it mean?

In order to ensure that students receive instruction that best supports their need for accurate, comprehensive information, the requirement for integrated instruction means that there must be internal consistency within sexual health education and HIV prevention instruction and materials. All instruction and materials must support and align with the purposes of the California Healthy Youth Act and with each other. Instruction and materials may not be in conflict with or undermine each other or any of the purposes of the law. For example, schools may not use materials that, in promoting abstinence, focus exclusively on the failure rates or perceived disadvantages of condoms or contraception. (EC §§ 51930(b)(4), 51933(c).)

8. How does the law promote healthy relationships for youth?


The California Healthy Youth Act has a strong emphasis on healthy relationships, in both the purposes and the required content. Students must be taught knowledge and skills related to recognizing, building, and maintaining healthy relationships that are based on mutual affection and free from violence, coercion and intimidation. This includes teaching decision-making and communication skills and helping students understand the value of and prepare for committed relationships, such as marriage. It also includes information about unhealthy behaviors and risks to their health, such as sexual harassment, sexual assault, intimate partner violence, and sex trafficking. (EC §§ 51930(b); 51933(f), (g), (h); 51934(a)(10).)

9. Does the law require instruction about local health resources?

Yes. The California Healthy Youth Act requires that students learn about local resources for sexual and reproductive health care, sexual assault and intimate partner violence. (EC §§ 51934(a)(8)) The law also requires instruction about how students can access those resources and their rights to access them. For example, under California law, minors may consent to confidential medical care related to reproductive

health care, including prevention and treatment of pregnancy (under 18 years of age) and prevention and treatment for HIV and STIs (12 years and older). (California Family Code §§ 6925, 6926; EC § 46010.1; *American Academy of Pediatrics v. Lungren*, 16 Cal.4th 307 (1997); 87 Ops. Cal. Atty. Gen. 168, 172 (2004)).

In addition, students also have the right to obtain sensitive services, including reproductive health care, during school hours, and must be allowed to leave campus for the purpose of obtaining these services. (EC § 48205; EC § 46010.1; 87 Ops. Cal. Atty. Gen. 168, 172 (2004)). In these instances, schools are not allowed to require parental consent or notification, and must mark the student's absence as excused and allow the student to make up full credit for assignments or class time missed. (EC § 48205; 87 Ops. Cal. Atty. Gen. 168, 172 (2004).)

For further guidance on confidential medical release, please visit the [National Center for Youth Law document -- Confidential Medical Release](#) : Frequently Asked Questions from Schools and Districts.

10. Does the law require instruction on California's Affirmative Consent Standard?

Another law, distinct from the California Healthy Youth Act, also took effect in 2016. This law, Education Code § 51225.36, requires that all school districts that have health education as a graduation requirement must include instruction on California's affirmative consent standard (emphasis added). This standard is defined as follows: "Affirmative consent' means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent." (EC § 67386.)

Instruction on the affirmative consent standard is not mandatory for districts that do not require a health education course for graduation. The law also does not require that this instruction be provided within comprehensive sexual health and HIV prevention education. However, the California Healthy Youth Act does require that comprehensive sexual health education and HIV prevention education address healthy relationships and communication, and consent for sexual activity is an important component of this instruction. Therefore, there is natural overlap between the law relating to the affirmative consent standard and the California Healthy Youth Act. (EC § 51933 (g).)

11. What determines whether the facts taught are medically accurate?

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. Instruction is medically accurate if it meets this legal definition. (EC § 51931(f).)

12. What does the law say about lesbian, gay, bisexual, transgender and questioning (LGBTQ) students, sexual orientation and gender/gender identity?

All instruction and materials in grades K-12 must be inclusive of LGBTQ students. Instruction shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships. (EC § 51933(d)(5).) It must also teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes. (EC § 51933(d)(6).) This means that schools must teach about all sexual orientations and what being LGBTQ means.

The California Healthy Youth Act requires that sexual health education be appropriate for use with students of all genders and sexual orientations (EC § 51933(d)) and clearly states that part of the intent of the law is “to provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.” (EC § 51930(b)(2).)

The California Healthy Youth Act also prohibits sexual health education classes from promoting bias against anyone on the basis of any category protected by Education Code § 220, which includes actual or perceived gender and sexual orientation.

13. What does the law say about students with disabilities?

Instruction and materials must be appropriate for and accessible to students with disabilities. This includes but is not limited to providing a modified curriculum, materials and instruction in alternative formats, and auxiliary aids. (EC § 51933(d)(1) and (3).)

14. What does the law say about students who are English learners?

The California Healthy Youth Act requires that instruction be made available on an equal basis to pupils who are English learners, whether they are placed in English immersion classes or alternative bilingual education classes, and must be consistent with the existing sex education curriculum and alternative options for an English learner pupil as otherwise provided in the Education Code. (EC § 51933(d)(2).) In addition, the law requires that instruction be appropriate for use with students of all races and ethnic and cultural backgrounds. (EC § 51933(d)(1).)

15. Does the law permit the use of outside speakers?

School districts may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for school district personnel. All outside consultants and guest speakers must have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their instruction. (EC § 51936.)

Instruction or materials provided by outside consultants or guest speakers must fulfill the same requirements as instruction provided by employees of the school district. All instruction and materials shall align with and support the purposes of the California Healthy Youth Act and may not be in conflict with them. (EC § 51933 (c).) Any outside organization used for instruction or materials must meet every tenet of the California Healthy Youth Act. If schools use outside consultants or guest speakers, they must provide parents with the name of the provider’s organization and the date of instruction at the beginning of the school year or no fewer than 14 days prior to the date of instruction. (EC § 51938 (b)(2).)

16. How does the law support family communication about comprehensive sexual health?

Instruction and materials shall encourage a student “to communicate with his or her parents, guardians, and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.” (EC § 51933(e).) This is an opportunity for parents/guardians to identify and inform their students about whom a trusted adult may be.

17. What does the law say about parent/guardian notification and consent for instruction?

Parents or guardians must be notified by the school or district at the beginning of the school year (or at the time of enrollment) about planned instruction in comprehensive sexual health and HIV prevention education and research on student health behaviors and risks. The notice must advise parents/guardians that the written and audiovisual educational materials used in the comprehensive sexual health education and HIV prevention education course are available for inspection. The school district must also inform parents/guardians about whether the instruction will be provided by district personnel or outside consultants or guest speakers. Further, all instruction and materials from outside consultants or guest speakers must meet all tenets of the law. If instruction will be provided by outside consultants or guest speakers, the notice must include the name and organizational affiliation of the outside consultant or guest speaker and the date of the instruction. The notice must also inform parents/guardians of their right to request copies of Education Code §§ 51933, 51934, and 51938. If arrangements are made after the initial notification is sent out at the beginning of the year, districts must notify parents at least 14 days prior to the instruction via mail or another commonly used method. (EC § 51938(b).)

In this notification, schools must advise parents/guardians that they have the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to the school district. (EC § 51938(b)(4).) Schools may not require active consent (“opt-in”) for participation in comprehensive sexual health and HIV prevention education. Parents/guardians must request in writing that their child not participate in the instruction (passive consent, or “opt-out”). If the parent/guardian does not request in writing that the child be withheld, the child will attend the instruction. (EC § 51938(a).)

18. What does the law say about parental/guardian consent for surveys?

In order to facilitate the collection of data needed by researchers to evaluate the effectiveness of comprehensive sexual health education and other unintended pregnancy prevention efforts, the law permits schools to administer anonymous, voluntary, confidential, age-appropriate surveys or questionnaires in which students are asked about their sexual activities and attitudes in order to measure their health behaviors and risks. Parents/guardian must be notified of any planned surveys or questionnaires, be given the opportunity to review these surveys or questionnaires and, in grades 7-12, be given the opportunity to request in writing that their child not participate. Schools may not adopt an active consent or “opt-in” policy for these surveys or questionnaires for students in grades 7 to 12. (EC § 51938(c).) Prior to grade 7, parents must give active consent in order for their child to participate.

19. What does the law say about anti-harassment, bullying prevention or safe schools programs?

The Education Code provides that all pupils enrolled in California public schools have the inalienable right to attend classes on school campuses that are safe, secure and peaceful (Education Code §§ 201, 220, and 32261). Although, the California Healthy Youth Act does not specifically address anti-harassment, bullying prevention or safe school programs, other areas of the California Education Code do. (See Education Code sections 200, 220, and 32261.) This Act, including the “opt-out” provision, does not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender

expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions. (EC § 51932(b).) This is to ensure a positive school climate so that all students feel safe on and off campus knowing that all peers have the same basic understanding on acceptable and unacceptable behaviors.

Also, the CDE has more resources related to this issue on the CDE Web page. Please visit this [CDE Web page](#) for a legal advisory regarding application of California's antidiscrimination statutes to transgender youth in schools.

And please visit this [CDE Web page for frequently asked questions](#) on fostering an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expression, and assisting school districts with understanding and implementing policy changes related to AB 1266 and transgender student privacy, facility use, and participation in school athletic competitions.

20. Does the law require the teachers to be trained?

Comprehensive sexual health and HIV prevention education must be taught by instructors trained in the appropriate courses. (EC §§ 51934(a), (b).) This means that instructors must have knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (EC § 51931(e).)

In addition, school districts must provide periodic training to all district personnel who provide HIV prevention education to enable them to learn new developments in the scientific understanding of HIV. Teachers with a demonstrated expertise in the field or who have received training from the California Department of Education, their affiliates or Centers for Disease Control and Prevention need not be additionally trained by the district. School districts may expand the training to include the topic of comprehensive sexual health education. (EC § 51935).

21. Are the health framework for California public schools and the California Health Education Content Standards current with respect to legal requirement for comprehensive sexual health and HIV prevention program?

No. The Health Framework from 2003 is extremely outdated and is inconsistent with the California Healthy Youth Act; it should not be used. The California Health Education Content Standards, adopted in 2008, do not directly conflict with the California Healthy Youth Act but also do not include all required content. Therefore, the health standards should not be independently relied upon for developing or evaluating sexual health curriculum.

However, the California Department of Education, Instructional Quality Commission, and State Board of Education have begun the revision process for the Health Education Framework and expect completion by May 2019.

Questions: Coordinated School Health and Safety Office | 916-319-0914

Last Reviewed: Wednesday, April 25, 2018

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:

No Items

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

No Items

Fiscal Implications:

No items

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:
11.1 Future Board meetings - December 6, 2018

Action Requested:
Information

Previous Staff/Board Action, Background Information and/or Statement of Need:
The next board meeting is December 6

Fiscal Implications:
None

Contact Person/s:
Shari Lovett, Jere Cox

Agenda Item 12.
ADJOURN