

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	422,940.18		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	59,778.83		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			482,719.01		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	23,680.61		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	12,212.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL LIABILITIES			35,892.61		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (must agree with line F2) (G10 +H2) - (I7 + J2)			446,826.40		

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	1,384,262.00	1,398,027.00	1.0%
Education Protection Account State Aid - Current Year		8012	26,758.00	26,758.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	4,303.00	New
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			1,411,020.00	1,429,088.00	1.3%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	37,055.00	New
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	5,254.00	New
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	18,866.00	100,000.00	430.1%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4124, 4126, 4127, 4128, 5510, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			18,866.00	142,309.00	654.3%

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	27,954.00	New
TOTAL, OTHER STATE REVENUE			0.00	27,954.00	New

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	9,254.34	1,408.00	-84.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	41,205.18	16,864.00	-59.1%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			50,459.52	18,272.00	-63.8%
TOTAL, REVENUES			1,480,345.52	1,617,623.00	9.3%

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	411,499.67	500,580.00	21.6%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			411,499.67	500,580.00	21.6%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	5,265.75	8,928.00	69.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	44,757.72	86,624.00	93.5%
Other Classified Salaries		2900	30,883.71	18,251.00	-40.9%
TOTAL, CLASSIFIED SALARIES			80,907.18	113,803.00	40.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	57,664.10	111,550.87	93.4%
PERS		3201-3202	8,526.61	23,594.77	176.7%
OASDI/Medicare/Alternative		3301-3302	12,959.64	15,964.36	23.2%
Health and Welfare Benefits		3401-3402	140,561.99	66,665.94	-52.6%
Unemployment Insurance		3501-3502	220.31	307.20	39.4%
Workers' Compensation		3601-3602	12,452.11	14,315.13	15.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			232,384.76	232,398.27	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	12,562.78	67,641.00	438.4%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	62,669.01	40,505.00	-35.4%
Noncapitalized Equipment		4400	63,233.25	357,299.00	465.0%
Other		4700	0.00	10,200.00	New
TOTAL, BOOKS AND SUPPLIES			138,465.04	475,645.00	243.5%

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	35,816.08	21,700.00	-39.4%
Dues and Memberships		5300	4,699.00	5,000.00	6.4%
Insurance		5400-5450	18,952.00	19,000.00	0.3%
Operations and Housekeeping Services		5500	18,422.03	17,335.00	-5.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	134,823.00	131,500.00	-2.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	375,707.46	401,634.39	6.9%
Communications		5900	6,641.67	8,202.00	23.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			595,061.24	604,371.39	1.6%
DEPRECIATION					
Depreciation Expense		6900	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	5,180.23	9,098.00	75.6%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			5,180.23	9,098.00	75.6%

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			1,463,498.12	1,935,895.66	32.3%

Description	Resource Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	429,979.00	0.00	-100.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			429,979.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			429,979.00	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	1,411,020.00	1,429,088.00	1.3%
2) Federal Revenue		8100-8299	18,866.00	142,309.00	654.3%
3) Other State Revenue		8300-8599	0.00	27,954.00	New
4) Other Local Revenue		8600-8799	50,459.52	18,272.00	-63.8%
5) TOTAL, REVENUES			1,480,345.52	1,617,623.00	9.3%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		879,624.30	1,288,925.51	46.5%
2) Instruction - Related Services	2000-2999		296,215.53	322,669.19	8.9%
3) Pupil Services	3000-3999		62,094.07	85,733.12	38.1%
4) Ancillary Services	4000-4999		860.63	0.00	-100.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		54,513.93	74,460.32	36.6%
8) Plant Services	8000-8999		165,009.43	155,009.52	-6.1%
9) Other Outgo	9000-9999	Except 7600-7699	5,180.23	9,098.00	75.6%
10) TOTAL, EXPENSES			1,463,498.12	1,935,895.66	32.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			16,847.40	(318,272.66)	-1989.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	429,979.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			429,979.00	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Unaudited Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			446,826.40	(318,272.66)	-171.2%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	0.00	446,826.40	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	446,826.40	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	446,826.40	New
2) Ending Net Position, June 30 (E + F1e)			446,826.40	128,553.74	-71.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	446,826.40	128,553.74	-71.2%

Resource	Description	2018-19 Unaudited Actuals	2019-20 Budget
Total, Restricted Net Position		0.00	0.00

Description	2018-19 Unaudited Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)						
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	0.00	0.00	0.00	0.00	0.00	0.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	0.00	0.00	0.00	0.00	0.00	0.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2018-19 Unaudited Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2018-19 Unaudited Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	133.79	137.51	133.79	133.79	133.79	133.79
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	133.79	137.51	133.79	133.79	133.79	133.79
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	133.79	137.51	133.79	133.79	133.79	133.79

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated			0.00			0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Governmental activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2018-19 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	1,463,498.12
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	117,593.35
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				0.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				1,345,904.77

		2018-19 Annual ADA/ Exps. Per ADA
Section II - Expenditures Per ADA		
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)		137.51
B. Expenditures per ADA (Line I.E divided by Line II.A)		9,787.69
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	0.00	0.00
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	0.00	0.00
B. Required effort (Line A.2 times 90%)	0.00	0.00
C. Current year expenditures (Line I.E and Line II.B)	1,345,904.77	9,787.69
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Calculation Incomplete	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2020-21 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

. I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 7200-7700, goals 0000 and 9000) 0.00
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. _____

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
 (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 724,791.61

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 0.00%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
 Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	54,513.93
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	0.00
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	54,513.93
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	54,513.93

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	879,624.30
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	296,215.53
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	62,094.07
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	860.63
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	0.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	42,660.13
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	122,349.30
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	1,403,803.96

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B18)	3.88%
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L. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2020-21 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B18)	3.88%
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IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>54,513.93</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>0.00</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (0%) times Part III, Line B18); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (0%) times Part III, Line B18) or (the highest rate used to recover costs from any program (0%) times Part III, Line B18); zero if positive	<u>0.00</u>
Preliminary carry-forward adjustment (Line C1 or C2)	<u>0.00</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
<p>Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.</p>	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>0.00</u>

Approved indirect cost rate: 0.00%
Highest rate used in any program: 0.00%

<u>Fund</u>	<u>Resource</u>	<u>Eligible Expenditures (Objects 1000-5999 except Object 5100)</u>	<u>Indirect Costs Charged (Objects 7310 and 7350)</u>	<u>Rate Used</u>
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Unaudited Actuals
2018-19 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	0.00		0.00	0.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		0.00	0.00	0.00	0.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	0.00		0.00	0.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		0.00	0.00	0.00	0.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					

Date: this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

	Teacher Full-Time Equivalents			Classroom Units			Pupils Transported
	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 5000 (will be allocated based on factors input)							
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)							
Instructional Goals Description							
0001 Pre-Kindergarten	0.00	0.00	24,892.10	401.37	589.30	0.00	0.00
1110 Regular Education, K-12			1.00	1.00	1.00		
3100 Alternative Schools							
3300 Independent Study Centers							
3400 Opportunity Schools							
3500 County Community Schools							
3550 Community Day Schools							
3600 Juvenile Courts							
3700 Specialized Secondary Programs							
3800 Career Technical Education							
4110 Regular Education, Adult							
4610 Adult Independent Study Centers							
4620 Adult Correctional Education							
4630 Adult Career Technical Education							
4760 Bilingual							
4850 Migrant Education							
4900 Other Supplemental Education							
5000-5999 Special Education (allocated to 5001)							
6000 ROC/P							
Other Goals Description							
7110 Nonagency - Educational							
7150 Nonagency - Other							
8100 Community Services							
8500 Child Care and Development Services							
8600 County Services to Districts							
Other Funds Description							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)							
-- Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors	0.00	0.00	1.00	1.00	1.00	0.00	0.00

Goal	Program/Activity	Direct Costs			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	
1110	Regular Education, K-12	1,296,548.78	25,882.77	1,322,431.55	51,353.99	1,373,785.54	
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	
3500	County Community Schools	0.00	0.00	0.00	0.00	0.00	
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	
3600	Juvenile Courts	0.00	0.00	0.00	0.00	0.00	
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	
3800	Career Technical Education	0.00	0.00	0.00	0.00	0.00	
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	
4900	Other Supplemental Education	0.00	0.00	0.00	0.00	0.00	
5000-5999	Special Education	81,372.41	0.00	81,372.41	3,159.94	84,532.35	
6000	Regional Occupational Ctr/Prg (ROCC/P)	0.00	0.00	0.00	0.00	0.00	
Other Goals							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	
8100	Community Services	0.00	0.00	0.00	0.00	0.00	
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	
8600	County Services to Districts	0.00	0.00	0.00	0.00	0.00	
Other Costs							
	Food Services				0.00	0.00	
	Enterprise				0.00	0.00	
	Facilities Acquisition & Construction				0.00	0.00	
	Other Outgo				5,180.23	5,180.23	
Other Funds							
	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	0.00	0.00	
	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00	0.00	
	Total County School Service and Charter Schools Funds Expenditures	1,377,921.19	25,882.77	1,403,803.96	54,513.93	1,463,498.12	

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function: 8700)	Total
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	798,251.89	0.00	3,281.71	268,041.72	61,692.70	0.00	860.63			42,070.83	122,349.30	1,296,548.78
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Dev. Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3600	Juvenile Courts	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career, Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4110	Regular Education, Adult Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult-Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult-Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	81,372.41	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	81,372.41
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8600	County Services to Districts		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		879,624.30	0.00	3,281.71	268,041.72	61,692.70	0.00	860.63	0.00	0.00	42,070.83	122,349.30	1,377,921.19

* Functions 7100-7199 for goals 8100 and 8500

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K-12	25,293.47	589.30	0.00	25,882.77
3100	Alternative Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3500	County Community Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3600	Juvenile Courts	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
4900	Other Supplemental Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
8600	County Services to Districts	0.00	0.00	0.00	0.00
Other Funds					
--	Adult Education (Fund 11)		0.00		0.00
--	Child Development (Fund 12)	0.00	0.00	0.00	0.00
--	Cafeteria (Funds 13 and 61)		0.00		0.00
Total Allocated Support Costs		25,293.47	589.30	0.00	25,882.77

A. Central Administration Costs in County School Service and Charter Schools Funds			
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)		0.00
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)		0.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	54,513.93	
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)		0.00
5	Total Central Administration Costs in County School Service and Charter Schools Funds	54,513.93	
B. Direct Charged and Allocated Costs in County School Service and Charter Schools Funds			
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	1,377,921.19	
2	Total Allocated Costs (from Form PCR, Column 2, Total)	25,882.77	
3	Total Direct Charged and Allocated Costs in County School Service and Charter Schools Funds	1,403,803.96	
C. Direct Charged Costs in Other Funds			
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)		0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)		0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)		0.00
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)		0.00
5	Total Direct Charged Costs in Other Funds		0.00
D. Total Direct Charged and Allocated Costs (B3 + C5)			1,403,803.96
E. Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)			3.88%

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400, and 6500)	0.00				0.00
Enterprise (Objects 1000-5999, 6400, and 6500)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6500)			0.00		0.00
Other Outgo (Objects 1000-7999)				5,180.23	5,180.23
Total Other Costs	0.00	0.00	0.00	5,180.23	5,180.23

SACS2019ALL Financial Reporting Software - 2019.2.0
10/10/2019 11:08:47 AM

47-10470-0137372

Unaudited Actuals
2018-19 Unaudited Actuals
Technical Review Checks

Northern United - Siskiyou Charter
Siskiyou County Office of Education

Siskiyou County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

IC-ADMIN-PLANT-SVCS - (W) - Percentage of plant services costs attributable to general administration is either zero or exceeds 25%. LEAs with these percentages may have incorrectly coded general administration costs. Please review the GL data extracted on Line A1 and any amount entered on Line A2a in Part I of the Indirect Cost Rate Worksheet (Form ICR) and correct the data if necessary. EXCEPTION

Percentage of plant services costs attributable to general administration (Part I, Line C) is 0.00%
Explanation: The general administration is a shared service from Northern United - Humbolt Charter.

IC-BD-SUPT-NOT-ZERO - (W) - There are no Board and Superintendent costs reported in Form ICR, Part III, Line B7. Please review your records and make any necessary corrections. EXCEPTION

Board and Superintendent (Form ICR, Part III, Line B7) 0.00
Explanation: The charter school's administrative structure does not include a superintendent.

IC-BD-SUPT-VS-ADMIN - (W) - In Form ICR, the ratio of Board and Superintendent costs to Other General Administration costs is less than 5%. Please review your records and make any necessary corrections. EXCEPTION

Board and Superintendent
(Form ICR, Part III, Line B7) 0.00

Other General Administration, less portion charged to restricted
resources or specific goals
(Form ICR, Part III, Line A1) 54,513.93
Ratio is 0.00%

Explanation: The charter school's administrative structure does not include a superintendent. In addition, board members serve on a volunteer basis so there are no board expenses.

EXPORT CHECKS

Checks Completed.

Export Log
Period: Unaudited Actuals
Type of Export: Official

=====
EA: 47-10470-0137372 Northern United - Siskiyou Charter

Official check for LEA: 47-10470-0137372 is good

Export of USER General Ledger started at 10/3/2019 3:48:58 PM

OFFICIAL Header for LEA: 47-10470-0137372 Northern United - Siskiyou Charter
VERSION 2019.2.0

Fiscal Year: 2018-19
Type of Data: Unaudited Actuals
Number of records exported in group 1: 124

Fiscal Year: 2019-20
Type of Data: Budget
Number of records exported in group 2: 103

Export USER General Ledger completed at 10/3/2019 3:48:58 PM

Export of Supplementals (USER ELEMENTs) started at 10/3/2019 3:48:58 PM

Fiscal Year: 2018-19
Type of Data: Unaudited Actuals
Number of records exported in group 3: 829

Fiscal Year: 2019-20
Type of Data: Budget
Number of records exported in group 4: 170

Export of Supplemental (USER ELEMENTs) completed at 10/3/2019 3:48:58 PM

Export of Explanations started at 10/3/2019 3:48:58 PM

Fiscal Year: 2018-19
Type of Data: Unaudited Actuals
Number of records exported in group 5: 3

Export of Explanations completed at 10/3/2019 3:48:58 PM

Export of TRC Log started at 10/3/2019 3:48:58 PM

Fiscal Year: 2018-19
Type of Data: Unaudited Actuals
Number of records exported in group 6: 79

Export of TRC Log completed at 10/3/2019 3:48:58 PM

OFFICIAL END for LEA: 47-10470-0137372 Northern United - Siskiyou Charter

Exported to file: o:\SACS2019ALL\Official\47104700137372A.DAT

End of Official Export Process

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.7 Resolution S1920-1: 2019-2020 Adoption of the Gann Limit for NU-SCS

Action Requested:

Approval

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

This is a yearly requirement. Please see attached Gann Limit General Information.

Fiscal Implications:

None

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

RESOLUTION TO ADOPT GANN LIMIT

2019-2020

WHEREAS, In November, 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and

WHEREAS, The provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and

WHEREAS, The Northern United - Siskiyou County School District must establish a revised Gann Limit for the 2018-2019 fiscal year and a projected Gann Limit for the 2019-2020 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice, that the attached calculations and documentation of the Gann Limits for the 2018-2019 and 2019-2020 fiscal years are made in accordance with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2018-2019 and 2019-2020 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with appropriate attachments to interested citizens of this district.

PASSED AND ADOPTED this 21st day of October, 2019.

Board President

District Superintendent

GENERAL INFORMATION REGARDING THE GANN LIMIT

The Gann Amendment (Proposition 4, 1979) limits the growth in appropriations made by the State of California, school districts, and local governments. All districts are required by the legislature to adopt their Gann appropriations limit each year by board resolution.

The essence of the Gann Amendment is that district appropriations in each year cannot exceed a computed appropriations limit (popularly called the Gann Limit) which in each year is adjusted for inflation and changes in attendance. While the concept is simple, the application of the Gann Amendment is more involved because not all appropriations are subject to the Gann Limitation.

The Gann Amendment controls only appropriations made from certain revenue sources, namely the "proceeds of taxes levied by or for" a district or "state subventions for the use and operation" of a district. Furthermore, the amendment excludes appropriations for certain purposes, namely debt service and the added cost of court and federally mandated programs. It is simply not possible for school districts to trace all appropriations to their revenue source, and therefore, the amendment involves a confusing mixture of appropriations and revenues. Fortunately, **SB 1352** (Chapter 1205 of the Statutes of 1980) made definitions which greatly simplify the implementation process.

The Gann Amendment states that, out of all the state aid that a district receives, only that which is "for the use and operation" of a district is subject to limitation at the district level. The remainder of the state aid is subject to limitation at the state level, and is therefore not subject to limitation at the local level.

Additionally, with the passage of **AB 198/SB 98** (statutes of 1989), there are numerous changes to the calculation contained in **Education Code 42132** and **Government Code 7906**. Among some of the changes is a requirement to recalculate the 1978-79 base year in 1989 and carry that computation forward for all subsequent years.

With these changes and others there are only five revenue sources from which appropriations are subject to limitation:

1. Local tax revenues that count towards the revenue limit.
2. Unrestricted state aid, which includes the following: Local Control Funding Formula (LCFF) State Aid, including Education Protection Account (EPA) State Aid, for school districts equal to the foundation program level minus the local tax income in item (1), but not less than \$120 per ADA; Local Control Funding Formula State Aid for charter schools.
3. The unrestricted beginning balance.
4. Income from interest and return on investments.
5. The miscellaneous funds (taxes) not included as local income in the LCFF.

Any other source of revenue is excluded from the provisions of the Gann Amendment because:

1. The revenue is federal revenue.
2. The revenue is state aid subject to limitation at the state level.
3. The revenue is local revenue that is not from the proceeds of taxes.

4. The revenue is from the proceeds of taxes, but the appropriation of this revenue is excluded from limitation by the Gann Amendment (e.g. tax levy for debt service).

GANN CALCULATIONS

Implementing the Gann Amendment starts with the calculation of the 1978-79 (base year) Gann Limit which is simply equal to the appropriations subject to limitation for that year. That base limit is then inflated by the percent of change in population (ADA) and the consumer price index. No amounts need to be calculated for 1979-80 in that, while 1978-79 is used as the base year for the Gann calculations, the Gann Amendment only became effective starting in 1980-81.

TIMELINE

A resolution such as the one in this packet should be used to establish the Gann Limit for each fiscal year. Districts should post the board agenda showing the Gann Limit will be adopted. The actual calculations must be available for the public. After the Gann Limit has been established, it may be challenged in court within 45 days of the board resolution date of adoption.

GOVERNMENT CODE RELATING TO GANN LIMIT

7910 Excerpt:

Each year the governing body of each local jurisdiction shall, by resolution, establish its appropriations limit and make other necessary determinations for the following fiscal year pursuant to Article XIII B at a regularly scheduled meeting or noticed special meeting. The determinations made pursuant to this section are legislative acts.

Any judicial action or proceeding to attack, review, set aside, void, or annul the action of the governing body taken pursuant to this section for the 1980-81 fiscal year shall be commenced within 60 days of the effective date of the resolution or the effective date of the act which added this section to the Government Code, whichever date is later.

For the 1981-82 fiscal year and each fiscal year thereafter, any judicial action or proceeding to attack, review, set aside, void, or annul the action of the governing body taken pursuant to this section shall be commenced within 45 days of the effective date of the resolution.

All courts wherein such actions are or may be hereafter pending, including any court reviewing such action on appeal from the decision of a lower court, shall give such actions preference over all other civil actions therein, in the manner of setting the same for hearing or trial and in hearing the same to the end that all such actions shall be quickly heard and determined.

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.8 Approval of Data on Local Indicators for the California School Dashboard for NU-HCS

Action Requested:

Approval

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

The California School Dashboard is a website hosted by the California Department of Education. It is a website that allows members of the public to view data associated with a school's performance on the eight state priorities. Each year schools are required to submit data into the California School Dashboard for the local priorities. Before submitting the data, the data must be shared with the board. See attached report.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Julie Smith

**2019 Northern United - Humboldt Charter School
Local Indicators
California School Dashboard**

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

Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: 0, 0, 0

Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Priority 2 - Self Reflection Tool for Implementation of State Academic Standards Rating how the local LEA has done in implementing each of the academic standards

Individual Rating Scale (lowest to highest):

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

1. Professional Learning:

Rate the local educational agency's progress in PROVIDING PROFESSIONAL LEARNING for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts - Common Core	English Language Development - Aligned to English Language Arts Standards	Mathematics - Common Core	Next Generation Science Standards	History Social Science
4	4	4	3	3

2. Instructional Materials:

Rate the local educational agency's progress in MAKING INSTRUCTIONAL MATERIALS that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below AVAILABLE in all classrooms where the subject is taught.

English Language Arts - Common Core	English Language Development - Aligned to ELA Standards	Mathematics - Common Core	Next Generation Science Standards	History Social Science
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5	5	5	4	1
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3. Instructional Improvement:

Rate the local educational agency's progress in IMPLEMENTING POLICIES OR PROGRAMS to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts - Common Core	English Language Development - Aligned to ELA Standards	Mathematics - Common Core	Next Generation Science Standards	History - Social Science
5	1	4	3	3

4. Standards:

Rate the local educational agency's progress IMPLEMENTING each of the following ACADEMIC STANDARDS adopted by the State Board of Education for all students.

Career Technical Education	Health Education Content Standards	Visual and Performing Arts	World Language	Physical Education Model Content Standards
3	3	3	3	5

5. Other:

During the 2018-19 school year (including summer 2019), rate the local educational agency's success at engaging in the following activities with teachers and school administrators: Average Score

Group PL Needs	Individual PL Needs	Standards Support
Identifying the professional learning needs of groups of teachers or staff as a whole	Identifying the professional learning needs of individual teachers	Providing support for teachers on the standards they have not yet mastered
4	4	3

Priority 3 - Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

This priority is organized into three sections. Each section includes promising practices in family engagement:

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

Using the following rating scale, (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability, rate the LEA's progress in:

1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. **(4- Full Implementation)**
2. Creating welcoming environments for all families in the community. **(5-Full Implementation and Sustainability)**
3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. **(3- Initial Implementation)**
4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. **(4- Full Implementation)**

Dashboard Narrative - Parental involvement is an important component to our school's success. Independent study families partner with their teacher and school community to support their student's education. As a result, trusting and respectful relationships are built and extraordinarily important.

To develop our capacity to build trusting and respectful relationships with families, we have provided our staff with professional development in trauma informed teaching practices, common sense media; human trafficking; suicide prevention; mental health first aid; PBIS; ALICE school safety training and a variety of teaching circles to help support our teachers in their craft.

To further engage in 2-way communications in a relevant way with our families, we have increased the number of LCAP engagement meetings. Along with this, our centers host back to school nights, Family Maker Nights, Open House, Science Fair and History Day.

An area in which we can focus and improve would be to place greater emphasis on training staff on varying cultures and languages. While this is important to all staff, targeted training needs to occur. To truly engage students, we must reach out to them in ways that are culturally and linguistically responsive and appropriate. This will be part of our ongoing professional development of staff.

- Building Partnerships for Student Outcomes

Using the following rating scale, (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability, rate the LEA's progress in:

5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. **(3- Initial Implementation)**

6. Providing families with information and resources to support student learning and development in the home. **(5- Full Implementation and Sustainability)**

7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. **(4- Full Implementation)**

8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students. **(3- Initial Implementation)**

Dashboard Narrative - For Northern United-Humboldt Charter School to be successful, it is important that parents are viewed as partners in their child's education, and that they perform an integral role in their child's instruction.

To further develop our capacity to provide families with the information and resources necessary to partner with families and to support student learning and development at home, we have instituted monthly Teacher Circles at which staff share ideas, strategies, and resources that can provide to families to support student outcomes. Topics included: Renaissance Learning; NGSS Curriculum/CAST; ELA Writing & Reading; Math; PE; Social Studies Strategies; and Computer Skills. Our website is also a source of information and resources, both academic and social emotional, that are available online and in the local community in which they live. We have a full time counselor who has a background in both academic and social emotional counseling. Our school will seek to increase our professional development efforts in additional ways to develop our capacity to partner with families.

To further develop our capacity to foster improved student outcomes, we have increased our parent engagement activities. They now include: back to school nights at each learning center; LCAP Stakeholder Meetings; What is Online Testing All About; and Open House. Families also

meet with their teacher a minimum of once every 20 school days to go over each student's educational plan. Teachers work with parents to support and assess student progress, and provide additional instruction, tutoring, interventions, and other supports.

To date, our school has had limited professional development activities to support our staff in making sure that families understand and can exercise their legal rights, and can advocate for their own student and all students. This will be an area of focus in our upcoming professional development plan.

- Seeking Input for Decision-making

Using the following rating scale, (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability, rate the LEA's progress in:

9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. **(4- Full Implementation)**

10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. **(3- Initial Implementation)**

11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. **(4- Full Implementation)**

12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. **(4- Full Implementation)**

Dashboard Narrative - For NU-HCS to be successful, it is important that parents and other stakeholders are engaged in the schools decision making process for policies and programs at individual learning centers and schoolwide.

To further develop our capacity to effectively engage families in advisory groups, Northern United-Humboldt Charter School has made it a focus of administrative meetings, staff meetings, and professional development meetings. We also hold numerous parent engagement meetings throughout the year, including: back to school nights at each learning center; LCAP Stakeholder Meetings;; and Open House. These meetings and events provide opportunities for families to provide input with regard to our educational program and spending decisions. We also send out anonymous surveys that provide opportunities for families that cannot attend one of the input meetings to provide input into our decision making process.

One specific area in which Northern United - Humboldt Charter School can improve its outreach is finding ways to bring together families that are separated by large distances from each other for schoolwide planning sessions. To this end, we are developing an advisory group of parents that will meet regularly to discuss schoolwide plans. Our plan is to be able to make meetings available via teleconference so that stakeholders in different communities can collaborate.

Priority 6 - School Climate

Northern United - Humboldt Charter School administered a survey to students in grades K through 12 addressing school climate. There were 89 students who responded.

- When asked if they were happy to be at this school, 85% of K-5th grade students responded with strongly agree, 95.5% of 6th - 8th graders strongly agree and 95.5% of 9th - 12th grades responded strongly agree.
- When asked if they feel safe in their school, 100% of K-5th grade students, 80% of 6th-8th grade students and 90% of 9th-12th grade students responded that they strongly agree.
- This same survey was also given to parents with 52 responding. Parents were asked if teachers communicate with parents about students expectations and 96.2% responded that they strongly agree.
- Also, 92.2% of parents responded that they believe staff takes parent concerns seriously. Staff also responded to the survey.
- Of the 43 staff who responded, 92.7% strongly agreed that teachers feel connected to their students. Overall, students, parents and teachers feel a sense of safety and school connectedness.

Priority 7 - Self Reflection Tool - Access to a Broad Course of Study

1. **Identify the locally selected measures to track students enrolled in a broad course of study** - In using our student information system (SIS), School Pathways LLC, Northern United - Humboldt Charter School accesses current and historical data concerning students enrollment in courses. We track and monitor class schedules, progress reports and all transcript data. This data is disaggregated to analyze course access and enrollment for all students, including students in unduplicated groups and statistically significant subgroups. The SIS is available to all teachers which informs all decision making on how to create a master schedule which allows a broad course of study to all of our student population. This personalized learning software is rich with database maps and reports that can be pulled to ensure a broad course of study is offered to and accessed by all students. Our information concerning students and their courses of study, whether it be by grade level, unduplicated student groups or individuals with exceptional needs is well informed by the tool we've chosen to track all of our students.
2. **Summarize the extent to which students have access to and are enrolled in a broad course of study** - Because we are a nonclassroom based, independent study charter school, all students have equal access to a broad course of study. All students have a personalized course of study. The school offers a wide range

of course options, including live classes, online platforms, and dual enrollment. Students are able to select any of these options in consultation with their teacher and family. Because the school is independent study, most of the courses can be accessed at the convenience of the student as there is no master schedule within the school. In providing all that has been mentioned, all of our students have access to and are enrolled in a broad course of study.

3. **Identify any barriers preventing the LEA from providing a broad course of study** - The barriers that we face are usually in the two areas of internet access and transportation. Given that we as an LEA are geographically challenged with our rural students, it is pertinent that we stay abreast of any internet access issues and transportation issues that students may face in interfacing with our online platforms of study or transportation issues in attending college courses or live classes at our learning centers. We are ever aware of these challenges and have worked diligently to overcome any barriers that our students and their families may face.

4. **What revisions, decisions or new actions will the LEA implement, or has implemented to ensure access to a broad course of study?** - Knowing that we face geographical challenges with rural students, we provide internet to all students who are in need. Often times, it's an internet hotspot so students may access all of our online course platforms. Providing for internet service providers through phone lines or satellite is also an option. For students with transportation issues that may create barriers to access their education, we provide bus tickets as well as gas for students and families who may choose to enroll in local college courses or have difficulty attending learning center courses or meetings with teachers. In making these decisions, we have allowed all of our students equal access to a broad course of study.

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.9 Approval of Data on Local Indicators for the California School Dashboard for NU-SCS

Action Requested:

Approval

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

The California School Dashboard is a website hosted by the California Department of Education. It is a website that allows members of the public to view data associated with a school's performance on the eight state priorities. Each year schools are required to submit data into the California School Dashboard for the local priorities. Before submitting the data, the data must be shared with the board. See attached report.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller

**2019 Northern United -Siskiyou Charter School
Local Indicators
California School Dashboard**

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

Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: 0, 0, 0

Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Priority 2 - Self Reflection Tool for Implementation of State Academic Standards - Rating how the local LEA has done in implementing each of the academic standards

Individual Rating Scale (lowest to highest):

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

10 Teachers participated in the survey

1. Professional Learning:

Rate the local educational agency's progress in PROVIDING PROFESSIONAL LEARNING for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts - Common Core	English Language Development - Aligned to English Language Arts Standards	Mathematics - Common Core	Next Generation Science Standards	History Social Science
4	2	4	4	3

2. Instructional Materials:

Rate the local educational agency's progress in MAKING INSTRUCTIONAL MATERIALS that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below AVAILABLE in all classrooms where the subject is taught.

English Language Arts - Common Core	English Language Development - Aligned to ELA Standards	Mathematics - Common Core	Next Generation Science Standards	History Social Science
4	2	4	4	3

3. Instructional Improvement:

Rate the local educational agency's progress in IMPLEMENTING POLICIES OR PROGRAMS to support staff in identifying areas where they can IMPROVE IN DELIVERING INSTRUCTION aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts - Common Core	English Language Development - Aligned to ELA Standards	Mathematics - Common Core	Next Generation Science Standards	History - Social Science
4	2	4	3	3

4. Standards:

Rate the local educational agency's progress IMPLEMENTING each of the following ACADEMIC STANDARDS adopted by the State Board of Education for all students.

Career Technical Education	Health Education Content Standards	Visual and Performing Arts	World Language	Physical Education Model Content Standards
3	3	3	3	3

5. Other:

During the 2018-19 school year (including summer 2019), rate the local educational agency's success at ENGAGING IN THE FOLLOWING activities with teachers and school administrators: Average Score

Group PL Needs	Individual PL Needs	Standards Support
Identifying the professional learning needs of groups of teachers or staff as a whole	Identifying the professional learning needs of individual teachers	Providing support for teachers on the standards they have not yet mastered
4	4	3

Priority 3 - Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

This priority is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

- Building Relationships between School Staff and Families

Using the following rating scale, (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability, rate the LEA's progress in:

1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. **(4- Full Implementation)**

2. Creating welcoming environments for all families in the community. **(5-Full Implementation and Sustainability)**

3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. **(3- Initial Implementation)**

4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. **(4- Full Implementation)**

Dashboard Narrative - Parental involvement is an important component to The success of Northern United - Siskiyou Charter School (NU-SCS). Independent study families partner with their teacher and school community to support their child's education. As a result, trusting and respectful relationships are important.

To further develop our capacity to build trusting and respectful relationships with families, we have provided our staff with professional development in: Trauma Informed Teaching Practices; training in supporting foster and homeless youth; Positive Prevention Plus sexual health curriculum; human trafficking; suicide prevention; communication in the workplace; personal/professional effectiveness training; mental health first aid; Positive Behaviors Interventions and Supports (PBIS); ALICE school safety training; Teacher Circles; and other activities designed to create a welcoming atmosphere in our school.

To further develop multiple opportunities to engage in 2-way communications in an understandable way, we increased the number of engagement meetings. Events for the year included: back to school nights at each learning center; Behavioral Approach to Motivating Children; Technology, Screens, and Your Family; Creating Together; Marvelous Math; LCAP Stakeholder Meetings; What is Online Testing All About; Grant Purchase Planning; and Open House.

An area in which we can focus and improve would be to place greater emphasis on training staff on varying cultures and languages. To truly engage students, we must reach out to them in ways that are culturally and linguistically responsive and appropriate, and we must examine the cultural assumptions and stereotypes we bring

into our practice that may negatively impact how welcome some families may feel. This will be part of our ongoing professional development for staff.

- **Building Partnerships for Student Outcomes**

Using the following rating scale, (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability, rate the LEA's progress in:

5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. **(3- Initial Implementation)**

6. Providing families with information and resources to support student learning and development in the home. **(5- Full Implementation and Sustainability)**

7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. **(4- Full Implementation)**

8. Supporting families to understand and exercise their legal rights and advocate for their own students and all students. **(3- Initial Implementation)**

Dashboard Narrative - For NU-SCS to be successful, it is important that parents are viewed as partners in their child's education, and that they perform an integral role in their child's instruction.

To further develop our capacity to provide families with the information and resources necessary to partner with families and to support student learning and development at home, we have instituted monthly Teacher Circles at which staff share ideas, strategies, and resources that can provide to families to support student outcomes. Topics included: Renaissance Learning; NGSS Curriculum/CAST; ELA Writing & Reading; Math; PE; Social Studies Strategies; and Computer Skills. Our website is also a source of information and resources, both academic and social emotional, that are available online and in the local community in which they live. We have a full time counselor who has a background in both academic and social emotional counseling. Our school will seek to increase our professional development efforts in additional ways to develop our capacity to partner with families.

To further develop our capacity to foster improved student outcomes, we have increased our parent engagement activities. They now include: back to school nights at each learning center; Behavioral Approach to Motivating Children; Technology, Screens, and Your Family; Creating Together; Marvelous Math; LCAP Stakeholder Meetings; What is Online Testing All About; Grant Purchase Planning; and Open House. Families also meet with their teacher a minimum of once every 20 school days to go over each student's educational plan. Teachers work with parents to support and

assess student progress, and provide additional instruction, tutoring, interventions, and other supports.

To date, our school has had limited professional development activities to support our staff in making sure that families understand and can exercise their legal rights, and can advocate for their own student and all students. This will be an area of focus in our upcoming professional development plan.

- Seeking Input for Decision-making

Using the following rating scale, (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability, rate the LEA's progress in:

9. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. (4- Full Implementation)

10. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (3- Initial Implementation)

11. Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. (4- Full Implementation)

12. Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. (4- Full Implementation)

Dashboard Narrative - For NU-SCS to be successful, it is important that parents and other stakeholders are engaged in the schools decision making process for policies and programs at individual learning centers and schoolwide.

To further develop our capacity to effectively engage families in advisory groups, NU-SCS has made it a focus of administrative meetings, staff meetings, and professional development meetings. We also hold numerous parent engagement meetings throughout the year, including: back to school nights at each learning center; LCAP Stakeholder Meetings; Grant Purchase Planning; and Open House. These meetings and events provide opportunities for families to provide input with regard to our educational program and spending decisions. We also send out anonymous surveys that provide opportunities for families that cannot attend one of the input meetings to provide input into our decision making process.

One specific area in which NU-SCS can improve its outreach is finding ways to bring together families that are separated by large distances from each other for schoolwide planning sessions. To this end, we are developing an advisory group of parents that will meet regularly to discuss schoolwide plans. Our plan is to be able to make meetings

available via teleconference so that stakeholders in different communities can collaborate.

Priority 6 – School Climate

Northern United- Siskiyou Charter School administered a survey to students in grades K through 12 addressing school climate. There were 23 students who responded.

- When asked if they were happy to be at this school, 100% of K-5th grade students responded with strongly agree, 85% of 6th - 8th graders strongly agree and 85% of 9th - 12th grades responded strongly agree.
- When asked if they feel safe in their school, 100% of K-5th grade students, 80% of 6th-8th grade students and 90% of 9th-12th grade students responded that they strongly agree.
- This same survey was also given to parents with 20 responding. Parents were asked if teachers communicate with parents about students expectations and 95% responded that they strongly agree.
- Also, 95% of parents responded that they believe staff takes parent concerns seriously. Teachers also responded to the survey.
- Of the 8 teachers who responded, 100% strongly agreed that teachers feel connected to their students.
- Overall, students, parents and teachers feel a sense of safety and school being connected.
- In response to the data and stakeholder suggestions, to further develop a positive and welcoming school climate, we are increasing our staff training in PBIS. We have also created a full time counseling position.

Priority 7 – Access to a Broad Course of Study

1. Identify the locally selected measures to track students enrolled in a broad course of study

In using our student information system (SIS), School Pathways LLC, Northern United - Siskiyou Charter School accesses current and historical data concerning students enrollment in courses. We track and monitor class schedules, progress reports and all transcript data. This data is disaggregated to analyze course access and enrollment for all students, including students in unduplicated groups and statistically significant subgroups. The SIS is available to all teachers which informs all decision making on how to create a master schedule which allows a broad course of study to all of our student population. This personalized learning software is rich with database maps and reports that can be pulled to ensure a broad course of study is offered to and accessed by all students. Our information concerning students and their courses of study,

whether it be by grade level, unduplicated student groups or individuals with exceptional needs is well informed by the tool we've chosen to track all of our students.

2. Summarize the extent to which students have access to and are enrolled in a broad course of study

Because we are a nonclassroom based, independent study charter school, all students have equal access to a broad course of study. All students have a personalized course of study. The school offers a wide range of course options, including live classes, online platforms, and dual enrollment. Students are able to select any of these options in consultation with their teacher and family. Because the school is independent study, most of the courses can be accessed at the convenience of the student as there is no master schedule within the school. In providing all that has been mentioned, all of our students have access to and are enrolled in a broad course of study.

3. Identify any barriers preventing the LEA from providing a broad course of study

The barriers that we face are usually in the two areas of internet access and transportation. Given that we as an LEA are geographically challenged with our rural students, it is pertinent that we stay abreast of any internet access issues and transportation issues that students may face in interfacing with our online platforms of study or transportation issues in attending college courses or live classes at our learning centers. We are ever aware of these challenges and have worked diligently to overcome any barriers that our students and their families may face.

4. What revisions, decisions or new actions will the LEA implement, or has implemented to ensure access to a broad course of study?

Knowing that we face geographical challenges with rural students, we provide Chromebooks to all students who wish to take one home, and internet hotspots to students without reliable internet at home so they can access all of our online course platforms. We have also increased our learning center classes to include a CTE pathway in Sustainable Agriculture, reintroduced a standards based high school art class, and expanded our ASL classes to include middle school students. For students with transportation issues that may create barriers to access their education, we provide bus tickets for students and families who may choose to enroll in local college courses, or have difficulty attending learning center courses or meetings with teachers. In making these decisions, we have allowed all of our students equal access to a broad course of study.

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.9 Approval of Data on Local Indicators for the California School Dashboard for NU-SCS

Action Requested:

Approval

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

The California School Dashboard is a website hosted by the California Department of Education. It is a website that allows members of the public to view data associated with a school's performance on the eight state priorities. Each year schools are required to submit data into the California School Dashboard for the local priorities. Before submitting the data, the data must be shared with the board. See attached report.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller

2019 NU-Siskiyou Local Indicators Board Report

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

Number of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: 0, 0, 0

Number of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Priority 2 - Self Reflection Tool for Implementation of State Academic Standards - Rating how the local LEA has done in implementing each of the academic standards

Individual Rating Scale (lowest to highest):

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

10 Teachers participated in the survey

1. Professional Learning:

Rate the local educational agency's progress in PROVIDING PROFESSIONAL LEARNING for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts - Common Core	English Language Development - Aligned to English Language Arts Standards	Mathematics - Common Core	Next Generation Science Standards	History Social Science
4	2	4	4	3

2. Instructional Materials:

Rate the local educational agency's progress in MAKING INSTRUCTIONAL MATERIALS that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below AVAILABLE in all classrooms where the subject is taught.

English Language Arts - Common Core	English Language Development - Aligned to ELA Standards	Mathematics - Common Core	Next Generation Science Standards	History Social Science
4	2	4	4	3

3. Instructional Improvement:

Rate the local educational agency's progress in IMPLEMENTING POLICIES OR PROGRAMS to support staff in identifying areas where they can IMPROVE IN DELIVERING INSTRUCTION aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

English Language Arts - Common Core	English Language Development - Aligned to ELA Standards	Mathematics - Common Core	Next Generation Science Standards	History - Social Science
4	2	4	3	3

4. Standards:

Rate the local educational agency's progress IMPLEMENTING each of the following ACADEMIC STANDARDS adopted by the State Board of Education for all students.

Career Technical Education	Health Education Content Standards	Visual and Performing Arts	World Language	Physical Education Model Content Standards
3	3	3	3	3

5. Other:

During the 2018 - 19 school year (including summer 2019), rate the local educational agency's success at ENGAGING IN THE FOLLOWING activities with teachers and school administrators: Average Score

Group PL Needs	Individual PL Needs	Standards Support
Identifying the professional learning needs of groups of teachers or staff as a whole	Identifying the professional learning needs of individual teachers	Providing support for teachers on the standards they have not yet mastered
4	4	3

Priority 3 - Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

This priority is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

- Building Relationships between School Staff and Families

Using the following rating scale, (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability, rate the LEA's progress in:

1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. **(4- Full Implementation)**

2. Creating welcoming environments for all families in the community. **(5-Full Implementation and Sustainability)**

3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. **(3- Initial Implementation)**

4. Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. **(4- Full Implementation)**

Dashboard Narrative - Parental involvement is an important component to The success of Northern United - Siskiyou Charter School (NU-SCS). Independent study families partner with their teacher and school community to support their child's education. As a result, trusting and respectful relationships are important.

To further develop our capacity to build trusting and respectful relationships with families, we have provided our staff with professional development in: Trauma Informed Teaching Practices; training in supporting foster and homeless youth; Positive Prevention Plus sexual health curriculum; human trafficking; suicide prevention; communication in the workplace; personal/professional effectiveness training; mental health first aid; Positive Behaviors Interventions and Supports (PBIS); ALICE school safety training; Teacher Circles; and other activities designed to create a welcoming atmosphere in our school.

To further develop multiple opportunities to engage in 2-way communications in an understandable way, we increased the number of engagement meetings. Events for the year included: back to school nights at each learning center; Behavioral Approach to Motivating Children; Technology, Screens, and Your Family; Creating Together; Marvelous Math; LCAP Stakeholder Meetings; What is Online Testing All About; Grant Purchase Planning; and Open House.

An area in which we can focus and improve would be to place greater emphasis on training staff on varying cultures and languages. To truly engage students, we must reach out to them in ways that are culturally and linguistically responsive and appropriate, and we must examine the cultural assumptions and stereotypes we bring

into our practice that may negatively impact how welcome some families may feel. This will be part of our ongoing professional development for staff.

- **Building Partnerships for Student Outcomes**

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5. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. (3- Initial Implementation)

6. Providing families with information and resources to support student learning and development in the home. (5- Full Implementation and Sustainability)

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assess student progress, and provide additional instruction, tutoring, interventions, and other supports.

To date, our school has had limited professional development activities to support our staff in making sure that families understand and can exercise their legal rights, and can advocate for their own student and all students. This will be an area of focus in our upcoming professional development plan.

- **Seeking Input for Decision-making**

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whether it be by grade level, unduplicated student groups or individuals with exceptional needs is well informed by the tool we've chosen to track all of our students.

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3. Identify any barriers preventing the LEA from providing a broad course of study

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Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.10 Public Hearing Regarding Sufficiency of Instructional Materials for NU-HCS

Action Requested:

Approval

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

This public hearing is an opportunity for members of the public to comment on the sufficiency of instructional materials for NU-HCS.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis



PUBLIC HEARING NOTICE

There will be a Public Hearing concerning the Northern United – Humboldt Charter School’s Resolution regarding Sufficiency or Insufficiency of Instructional Materials during the regular monthly meeting of the Board of Directors on October 21, 2019 at 9:00am. It will be held at NU-HCS Cutten Resource Center 2120 Campton Road Suite H. Eureka, CA. 95503. Public comment is welcome.

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.11 Approval of Resolution Regarding Sufficiency of Instructional Materials for NU-HCS

Action Requested:

Approval

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

Education Code Section 60119 states that schools must provide sufficient textbooks and instructional materials to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks. This resolution states that NU-HCS complies with this regulation.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis



NU- Humboldt Charter School
Curriculum Audit
Fall 2019

State Adopted ELA

Title	Publisher	Publication Date
Reach for Reading	National Geographic Cengage Learning	2017
Springboard	CollegeBoard	2017

LEA Selected Common Core Aligned

Title	Publisher	Publication Date
Apex	Apex Learning	online
Expository Reading and Writing Course	CSU	Online
Literature and Language Arts 3rd Course	Holt	2009
Literature and Language Arts 4th Course	Holt	2009

Supplemental ELA

Title	Publisher	Publication Date
IXL		online
Accelerated Reading	Renaissance Learning	online
Explode the Code	Educators Publishing Service	2016
Read Naturally	Encore	2012
Readworks		online
Step Up to Writing	Voyagers Sopris Learning	1999
Handwriting Without Tears	Learning Without Tears	2008, 2018
AVID Weekly	AVID	online

Zoo Phonics		
All About Reading/Spelling		online

State Adopted Social Studies

Title	Publisher	Publication Date
Impact: California Social Studies	McGraw-Hill	2018
Social Studies Alive! California Series	Teachers' Curriculum Institute	2018
California Studies Weekly-Social Studies	Studies Weekly	2019

LEA Selected Common Core Aligned

Title	Publisher	Publication Date
Apex	Apex Learning	online

Supplemental Social Studies

Title	Publisher	Publication Date
Reflections	Harcourt	2003
IXL		online
DK Geography	DK	2016
Our California	Scott Foresman	1999
Medieval to Early Modern Times	Holt	2006
Modern World History	McDougel	2003
American Odyssey	McGraw	2004
Economics	AGS	2005
Economics-Principles & Practices	McGraw	2005
The American Pageant	Cengage	2013
We The People	Center for Civic Education	2009
United States Government	McGraw	1993

American Government	Steck-Vaughn	1997
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State Adopted Math

Title	Publisher	Publication Date
Go Math	Houghton Mifflin	2011
Math in Focus	Houghton Mifflin	2013
enVision Math	Pearson	2013
My Math	McGraw Hill	2017
Math 1	Pearson	2014
Math 2	Pearson	2014
Math 3	Pearson	2014

LEA Selected Common Core Aligned

Title	Publisher	Publication Date
Apex	Apex Learning	online

Supplemental Math

Title	Publisher	Publication Date
Accelerated Math	Renaissance Learning	online
IXL		online
Khan Academy		online
Kaplan Momentum Math		online
Saxon Algebra	Houghton Mifflin Harcourt	2006
Kim Suttan	Creative Mathematics	
Spectrum Math	Carson-Dellosa	2014
Bedtime Math		online
Dimensions Math	Star Publishing	2015

State Adopted Science

Title	Publisher	Publication Date
Bring Science Alive! California Integrated Program	Teachers' Curriculum Institute	2018
FOSS	Delta Science	2018

LEA Selected Common Core Aligned

Title	Publisher	Publication Date
Apex	Apex Learning	online

Supplemental Science

Title	Publisher	Publication Date
IXL		online
Mystery Science		online
DK Science	DK	2014
Focus on Earth/Physical/Life Science	Harcourt	2009
Essentials of Human Anatomy & Physiology	Pearson	2009
Focus on Life Science-Nat Geo	McGraw	2007
Biology	Pearson	2007
Physical Science	Holt	2006
Focus on Physical Science-Nat Geo	McGraw	2007
Physics	McGraw	2008
Chemistry	Addison-Wesley	1997
Biology-An Every Day Experience	McGraw	2003

RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS:

Whereas, the governing board of Northern United – Humboldt Charter School, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on October 21, 2019, at 4 o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics – See list of adopted textbooks or instructional materials for this subject for each grade level or school
- Science – See list of adopted textbooks or instructional materials for this subject for each grade level or school
- History-social science – See list of adopted textbooks or instructional materials for this subject for each grade level or school

- English/language arts, including the English language development component of an adopted program – See list of adopted textbooks or instructional materials for this subject for each grade level or school

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2019-2020 school year, the Northern United – Humboldt Charter School has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Chairman of the Board

School Director

© California Department of Education, February, 22, 2005
Revised October, 2008

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.12 Public Hearing Regarding Sufficiency of Instructional Materials for NU-SCS

Action Requested:

Approval

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

This public hearing is an opportunity for members of the public to comment on the sufficiency of instructional materials for NU-SCS.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis



PUBLIC HEARING NOTICE

There will be a Public Hearing concerning the Northern United – Siskiyou Charter School’s Resolution regarding Sufficiency or Insufficiency of Instructional Materials during the regular monthly meeting of the Board of Directors on October 21, 2019 at 9:00am. It will be held at NU-HCS Cutten Resource Center 2120 Campton Road Suite H. Eureka, CA. 95503. Public comment is welcome.

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.13 Approval of Resolution Regarding Sufficiency of Instructional Materials for NU-SCS

Action Requested:

Approval

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

Education Code Section 60119 states that schools must provide sufficient textbooks and instructional materials to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks. This resolution states that NU-SCS complies with this regulation.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis



NU- Siskiyou Charter School
Curriculum Audit
Fall 2019

State Adopted ELA

Title	Publisher	Publication Date
Reach for Reading	National Geographic Cengage Learning	2017

LEA Selected Common Core Aligned

Title	Publisher	Publication Date
Apex	Apex Learning	online

Supplemental ELA

Title	Publisher	Publication Date
Fontas and Pinnell		online
IXL		online
AVID Weekly	AVID	online
Accelerated Reader	Renaissance Learning	online
Being a Writer	Center for Collaborative Classroom	2011
My Perspectives	Pearson	2017
Prentice Hall	Prentice Hall	2000

State Adopted Social Studies

Title	Publisher	Publication Date
Social Studies Alive! California Series	Teachers' Curriculum Institute	2018

LEA Selected Common Core Aligned

Title	Publisher	Publication Date
Apex	Apex Learning	online

Supplemental Social Studies

Title	Publisher	Publication Date
IXL		online
Our World	National Geographic	2014

State Adopted Math

Title	Publisher	Publication Date
enVision	Pearson	2012
My Math	McGraw Hill	2011

LEA Selected Common Core Aligned

Title	Publisher	Publication Date
Apex	Apex Learning	online

Supplemental Math

Title	Publisher	Publication Date
IXL		online
Accelerated Math	Renaissance Learning	online
WOOT		online
Khan Academy		online
Integrated 1-3	Carnegie	2012

State Adopted Science

Title	Publisher	Publication Date
FOSS	Delta Science	2018
California Inspire Science	McGraw Hill	2017

California Elevate Science	Pearson	2017
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LEA Selected Common Core Aligned

Title	Publisher	Publication Date
Apex	Apex Learning	online

Supplemental Science

Title	Publisher	Publication Date
Mystery Science		online
IXL		online
Biology	Miller Levine	2014
Focus on Earth/Life/Physical Science	Prentice Hall	2008

RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS:

Whereas, the governing board of Northern United – Siskiyou Charter School, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on October 21, 2019, at 4 o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics – See list of adopted textbooks or instructional materials for this subject for each grade level or school
- Science – See list of adopted textbooks or instructional materials for this subject for each grade level or school
- History-social science – See list of adopted textbooks or instructional materials for this subject for each grade level or school

- English/language arts, including the English language development component of an adopted program – See list of adopted textbooks or instructional materials for this subject for each grade level or school

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2019-2020 school year, the Northern United – Siskiyou Charter School has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Chairman of the Board

School Director

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Revised October, 2008

California Department of Education

Agenda Item 5.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.14 Approval of the NU-SCS Youth Symphony Field Trip

Action Requested:

Approval

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

The Board is to review and approve any overnight field trips. Please see attached information.

Fiscal Implications:

\$65.00

Contact Person/s: Shari Lovett, Debbi Sholes, Colleen Allen



Northern United Charter Schools
Field Trip Request Form 2019-20

Received

Teacher: Colleen Allen Date of Request: 10/3 ^{10/10}

Learning Center (if applicable): Yreka Learning Center

Date(s) of Trip: Nov 9th Kind of Trip: Day: Out-of-County: Overnight:

Purpose: Youth Symphony

Destination: Craterian Theater 23 S. Central Ave, Medford OR

Number of Students: 10 Number of Adult Chaperones: 2

Departure Date & Time: 6pm 11/9/19 Expected arrival time at destination: 7:30 pm

Other Stops & Times: None

Return Date & Time: 11/9/19 10:30pm

Mode of Transportation: Vans

Cost: \$65.00 Other Costs: None
(submit purchase request or PAR as necessary)

Teacher Signature: Colleen Allen Date: 10/3/19

Charter Director/Designee Signature: _____ Date: _____

*All overnight field trips require Northern United Charter Schools Board approval prior to the field trip.

*School Board Approval: _____ Date: _____

*Please have Overnight Field Trip Forms in Charter Office at least **one month** before planned event. Include detailed agenda, updated driver's forms, all student excursion waiver forms. Incomplete packets will not be considered for approval.

The Field Trip Request form must be submitted to the Charter Office for administrative approval.

Email to debbisholes@nuarters.org, or

Mail to: 2120 Campton Road, Ste. H, Eureka, CA 95503 Attention: Debbi, or

Fax to: 707-476-8069

Please send in form **one week** before planned Day Field Trip.

All adults driving students of the Charter School are required to have a copy of their insurance, driver's license, DMV report, and Private Vehicle Form on file at the Charter Office prior to transporting students.

Note: A fingerprint clearance and background check will be required of all volunteers. Be sure to allow enough time.

Colleen Allen <callen@nucharters.org> Wed, Oct 9, 2019 at 8:52 AM

To: Debbi Sholes <debbisholes@nucharters.org>

Hi Debbi,

Here is the info for the out of county field trip on Nov 9th.

10 Students attending:

Andy Allen

Hayden Allen

Eddy Pichel

Lucas Guthrie

Deidre Guthrie

Lily Coover

Colleen Allen

8:17 AM (19 minutes ago)

to me

6 pm: Leave the YLC

7:30 pm: Craterian theater Medford, Or

9 pm: Leave the theater

10 pm: Return to the school

Jordan Sandars

Terry Sharfer

Kayley Super

Lacey Estep

2 chaperones:

Donnie Allen 530-921-8863

Agenda Item 5.
REPORTS

Subject:

5.1 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 10/3/19

NU-Humboldt Charter School - 382

NU-Siskiyou Charter School - 139

Attendance as of 10/3/2019:

NU-Humboldt Charter School - 96.49%

NU-Siskiyou Charter School - 98.49%

Fiscal Implications:

To be determined.

Contact Person/s: Shari Lovett, Lynda Speck

**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
08/26-9/20	379	366.26	96.49	08/26-9/20	139	127.32	98.49%
09/23-10/18	382			09/23-10/18	139		
10/21-11/15				10/21-11/15			
11/18-12/13				11/18-12/13			
12/16-01/24				12/16-01/24			
01/27-02/21				01/27-02/21			
02/24-03/20				02/24-03/20			
03/23/-04/17				03/23/-04/17			
04/20-05/15				04/20-05/15			
05/18-06/12				05/18-06/12			

Year Overall				Year Overall			
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Agenda Item 5.
REPORTS

Subject:

5.2 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 fiscal condition of each school.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Activity Report - Summary (From: 9/1/2019 To: 9/30/2019)

Object	Object Description	Balance Forward	Budget Activity	Actual Activity	Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FND					
Resource 0000 UNRESTRICTED					
Revenue					
8011	REVENUE LIMIT ST AID-CURR YR	3,562,820.00	0.00	0.00	3,562,820.00
8660	INTEREST	1,170.00	0.00	0.00	1,170.00
8699	ALL OTHER LOCAL REVENUES	324,169.00	0.00	0.00	324,169.00
8984	CONTRIBUTION>LCFF	(708,627.00)	0.00	0.00	(708,627.00)
8989	CONTRIBUTION > SPECIAL ED	(298,123.00)	0.00	0.00	(298,123.00)
Total Revenue		2,881,409.00	0.00	0.00	2,881,409.00
Expenditure					
1100	TEACHERS SALARIES - REGULAR	917,720.00	0.00	103,053.07	814,666.93
1140	TEACHER SALARY - SUBSTITUTES	700.00	0.00	55.00	645.00
1150	TEACHER SALARY - OTHER PAY	26,707.00	0.00	1,015.00	25,692.00
1300	CERT SUPRVSR'S & ADMINS' SAL	100,441.00	0.00	9,834.50	90,606.50
1900	OTHER CERT SALARY- REGULAR	122,246.68	0.00	13,501.66	108,745.02
2214	CUSTODIAN	9,555.00	0.00	348.00	9,207.00
2255	COMPUTER LAB TECHNICIAN	50,750.00	0.00	5,075.00	45,675.00
2307	COORDINATOR	164,426.66	0.00	10,316.67	154,109.99
2402	ACCOUNT TECHNICIAN	96,371.02	0.00	9,363.49	87,007.53
2403	CLERICAL TECHNICIAN	73,008.58	0.00	16,272.16	56,736.42
2405	ATTENDANCE TECHNICIAN	66,058.40	0.00	6,970.00	59,088.40
2900	OTHER CLASS SALARIES-REGULAR	147,192.00	0.00	396.00	146,796.00
3101	STRS - CERTIFICATED	207,429.83	0.00	20,527.55	186,902.28
3201	PERS - CERTIFICATED	0.00	0.00	805.60	(805.60)
3202	PERS - CLASSIFIED	127,334.47	0.00	8,980.93	118,353.54
3311	SOCIAL SECURITY-CERTIFICATED	0.00	0.00	253.27	(253.27)
3312	SOCIAL SECURITY-CLASSIFIED	37,722.07	0.00	2,992.09	34,729.98
3331	MEDICARE-CERTIFICATED	16,536.38	0.00	1,843.95	14,692.43
3332	MEDICARE-CLASSIFIED	8,822.07	0.00	699.78	8,122.29
3411	HEALTH & WELFARE BENEFITS-CRT	229,246.14	0.00	19,341.46	209,904.68
3412	HEALTH & WELFARE BENEFITS-CLS	133,595.88	0.00	11,015.85	122,580.03
3501	ST UNEMPLOYMENT INS-CERTIF	570.28	0.00	63.59	506.69
3502	ST UNEMPLOYMENT INS-CLASSIFD	304.20	0.00	24.14	280.06
3601	WORKER'S COMP-CERTIFICATED	27,006.87	0.00	1,297.11	25,709.76
3602	WORKER'S COMP-CLASSIFIED	14,666.61	0.00	492.25	14,174.36
4110	TEXTBOOKS	20,000.00	0.00	3,396.31	16,603.69
4241	COMPUTERZD BOOKS (NOT TEXTS)	2,500.00	0.00	0.00	2,500.00
4310	MATERIALS & SUPPLIES	37,733.65	0.00	7,550.39	30,183.26
4312	SUBSCRIPTIONS/PERIODICALS	1,000.00	0.00	0.00	1,000.00
4314	TESTS	650.00	0.00	0.00	650.00
4351	OFFICE SUPPLIES	30,678.25	0.00	606.19	30,072.06
4374	CUSTODIAL SUPPLIES	15,000.00	0.00	0.00	15,000.00
4377	GROUND SUPPLIES	5,000.00	0.00	0.00	5,000.00
4381	BUILDING MAINTENANCE SUPPLS	86.66	0.00	191.00	(104.34)
4383	LOCKS AND KEYS	1,000.00	0.00	0.00	1,000.00
4384	REPAIR PARTS-BUILDING	1,000.00	0.00	0.00	1,000.00
4392	MEDICAL SUPPLIES	1,500.00	0.00	70.17	1,429.83
4393	WORKSHOP REFRESHMENTS	9,500.00	0.00	593.33	8,906.67
4400	EQUIPMENT	(368.89)	0.00	4,484.03	(4,852.92)

Criteria: Type = Summary; Budget Status = Revised; Running Balance = Yes; Default Column Order = Yes; Sort/Group = Fund,Resource,Object; Suppress Net Zero Accounts = Yes; Display Columns FTR = GL Status

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Activity Report - Summary (From: 9/1/2019 To: 9/30/2019)

Object	Object Description	Balance Forward	Budget Activity	Actual Activity	Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FND					
Resource 0000 UNRESTRICTED					
Expenditure					
4445	COMPUTERS	126.96	0.00	0.00	126.96
4453	OTHER TECHNOLOGY	7,500.00	0.00	0.00	7,500.00
4710	FOOD	0.00	0.00	13.99	(13.99)
5201	EMPLOYEE MILEAGE	40,404.00	0.00	1,405.34	38,998.66
5207	REGISTRATION FEES	17,500.00	0.00	2,296.50	15,203.50
5209	ACCOMMODATIONS	34,709.56	0.00	108.09	34,601.47
5300	DUES & MEMBERSHIPS	12,000.00	0.00	1,088.00	10,912.00
5450	OTHER INSURANCE	(20,411.11)	0.00	0.00	(20,411.11)
5500	UTILITIES & HOUSEKEEPING SRV	2,700.00	0.00	0.00	2,700.00
5510	HEATING FUEL	1,350.00	0.00	0.00	1,350.00
5520	ELECTRICITY SERVICES	9,439.64	0.00	597.81	8,841.83
5530	WATER SERVICES	2,299.41	0.00	284.88	2,014.53
5531	BOTTLED WATER SERVICE	412.00	0.00	0.00	412.00
5560	WASTE DISPOSAL	2,383.27	0.00	131.98	2,251.29
5612	RENTALS AND LEASES-BUILDINGS	196,060.00	0.00	40,176.00	155,884.00
5618	RENTALS AND LEASES-VEHICLES	1,000.00	0.00	0.00	1,000.00
5623	RENTALS AND LEASES-EQUIPMENT	12,500.00	0.00	113.11	12,386.89
5637	MAINTENANCE AGREEMENTS	27,095.39	0.00	487.83	26,607.56
5800	CONTRACTED SERVICES	105,358.52	0.00	24,134.68	81,223.84
5801	STUDENT TRAVEL/FIELDTRIPS	3,470.00	0.00	6,235.00	(2,765.00)
305	PRINTING SERV-OUTSIDE VENDOR	500.00	0.00	1,631.36	(1,131.36)
5811	CO-OP CONTRACT	3,619.00	0.00	0.00	3,619.00
5812	LIBRARY CONTRACT	9,000.00	0.00	0.00	9,000.00
5819	OTHER INTER-LEA CONTRACTS	35,322.00	0.00	0.00	35,322.00
5822	AUDIT FEES	10,400.00	0.00	2,600.00	7,800.00
5831	ADVERTISEMENT	760.00	0.00	170.00	590.00
5845	INFORMTN NETWORK SERV CONTR	15,000.00	0.00	0.00	15,000.00
5861	FINGERPRINTING	5,951.00	0.00	324.00	5,627.00
5881	OTHER CHARGES/FEES	8,204.00	0.00	0.00	8,204.00
5884	LICENSE, PERMIT, USE FEE, TX	650.00	0.00	15.65	634.35
5909	TELEPHONE/COMMUNICATIONS	8,966.42	0.00	912.85	8,053.57
5922	TELEPHONE LINES - TECHNOLOGY	18,801.42	0.00	2,028.47	16,772.95
5950	POSTAGE	2,050.00	0.00	5,526.79	(3,476.79)
Total Expenditure		3,278,812.29	0.00	351,711.87	2,927,100.42
Total Resource 0000 UNRESTRICTED		(397,403.29)	0.00	(351,711.87)	(45,691.42)
Resource 0001 SUPPLEMENTAL/CONCENTRATION					
Revenue					
8984	CONTRIBUTION>LCFF	708,627.00	0.00	0.00	708,627.00
Total Revenue		708,627.00	0.00	0.00	708,627.00
Expenditure					
1100	TEACHERS SALARIES - REGULAR	268,000.00	0.00	24,060.00	243,940.00
1200	CERT PUPIL SUPPORT SAL - REG	76,500.00	0.00	8,325.40	68,174.60
2100	CLASS INSTR AIDE SAL-REGULAR	84,637.00	0.00	6,149.35	78,487.65
2210	FOOD SERVICE PERSONNEL	20,020.00	0.00	1,433.50	18,586.50
2218	COUNSELING/CAREER TECHNICIAN	23,509.34	0.00	3,293.33	20,216.01
101	STRS - CERTIFICATED	62,457.00	0.00	5,528.50	56,928.50

Criteria: Type = Summary; Budget Status = Revised; Running Balance = Yes; Default Column Order = Yes; Sort/Group = Fund,Resource,Object; Suppress Net Zero Accounts = Yes; Display Columns FTR = GL Status

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Activity Report - Summary (From: 9/1/2019 To: 9/30/2019)

Object	Object Description	Balance Forward	Budget Activity	Actual Activity	Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FND					
Resource 0001 SUPPLEMENTAL/CONCENTRATION					
Expenditure					
3202	PERS - CLASSIFIED	26,729.04	0.00	1,102.67	25,626.37
3312	SOCIAL SECURITY-CLASSIFIED	7,950.08	0.00	672.10	7,277.98
3331	MEDICARE-CERTIFICATED	4,995.00	0.00	466.69	4,528.31
3332	MEDICARE-CLASSIFIED	1,858.54	0.00	157.19	1,701.35
3411	HEALTH & WELFARE BENEFITS-CRT	67,819.37	0.00	5,917.93	61,901.44
3412	HEALTH & WELFARE BENEFITS-CLS	10,724.18	0.00	818.68	9,905.50
3501	ST UNEMPLOYMENT INS-CERTIF	172.00	0.00	16.09	155.91
3502	ST UNEMPLOYMENT INS-CLASSIFD	63.74	0.00	5.43	58.31
3601	WORKER'S COMP-CERTIFICATED	8,026.00	0.00	328.29	7,697.71
3602	WORKER'S COMP-CLASSIFIED	3,029.87	0.00	110.57	2,919.30
4110	TEXTBOOKS	2,500.00	0.00	0.00	2,500.00
4310	MATERIALS & SUPPLIES	500.00	0.00	0.00	500.00
4314	TESTS	600.00	0.00	0.00	600.00
4364	GASOLINE	2,439.00	0.00	92.01	2,346.99
4445	COMPUTERS	600.00	0.00	0.00	600.00
4710	FOOD	3,000.00	0.00	0.00	3,000.00
5201	EMPLOYEE MILEAGE	2,500.00	0.00	27.61	2,472.39
5207	REGISTRATION FEES	2,500.00	0.00	0.00	2,500.00
5209	ACCOMMODATIONS	2,500.00	0.00	0.00	2,500.00
5261	BUS TICKETS FOR STUDENTS	3,000.00	0.00	3,000.00	0.00
5800	CONTRACTED SERVICES	1,626.00	0.00	0.00	1,626.00
5809	TRANSPORTATION-IN-LIEU PAYMT	0.00	0.00	132.93	(132.93)
5922	TELEPHONE LINES - TECHNOLOGY	750.00	0.00	0.00	750.00
Total Expenditure		689,006.16	0.00	61,638.27	627,367.89
Total Resource 0001 SUPPLEMENTAL/CONCENTRATION		19,620.84	0.00	(61,638.27)	81,259.11
Resource 1100 STATE LOTTERY REVENUE					
Revenue					
8560	STATE LOTTERY REVENUE	61,608.00	0.00	0.00	61,608.00
Total Revenue		61,608.00	0.00	0.00	61,608.00
Expenditure					
4110	TEXTBOOKS	0.00	0.00	1,620.39	(1,620.39)
4310	MATERIALS & SUPPLIES	29,835.14	0.00	14,856.89	14,978.25
4312	SUBSCRIPTIONS/PERIODICALS	(217.56)	0.00	0.00	(217.56)
4445	COMPUTERS	31,608.00	0.00	0.00	31,608.00
5800	CONTRACTED SERVICES	0.00	0.00	300.00	(300.00)
Total Expenditure		61,225.58	0.00	16,777.28	44,448.30
Total Resource 1100 STATE LOTTERY REVENUE		382.42	0.00	(16,777.28)	17,159.70
Resource 1400 EDUCATION PROTECTION ACCOUNT					
Revenue					
8012	REVENUE LIMIT-EPA	78,562.00	0.00	0.00	78,562.00
Total Revenue		78,562.00	0.00	0.00	78,562.00
Expenditure					
1100	TEACHERS SALARIES - REGULAR	62,650.00	0.00	6,540.00	56,110.00
3101	STRS - CERTIFICATED	11,358.00	0.00	1,118.34	10,239.66
3131	MEDICARE-CERTIFICATED	908.00	0.00	94.83	813.17

Criteria: Type = Summary; Budget Status = Revised; Running Balance = Yes; Default Column Order = Yes; Sort/Group = Fund,Resource,Object; Suppress Net Zero Accounts = Yes; Display Columns FTR = GL Status

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Activity Report - Summary (From: 9/1/2019 To: 9/30/2019)

Object	Object Description	Balance Forward	Budget Activity	Actual Activity	Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FND					
Resource 1400 EDUCATION PROTECTION ACCOUNT					
Expenditure					
3411	HEALTH & WELFARE BENEFITS-CRT	862.20	0.00	1,030.67	(168.47)
3501	ST UNEMPLOYMENT INS-CERTIF	15.00	0.00	3.27	11.73
3601	WORKER'S COMP-CERTIFICATED	701.00	0.00	66.71	634.29
Total Expenditure		76,494.20	0.00	8,853.82	67,640.38
Total Resource 1400 EDUCATION PROTECTION ACCOUNT		2,067.80	0.00	(8,853.82)	10,921.62
Resource 3010 TITLE I-BASIC GRANTS-LOW INC					
Expenditure					
2900	OTHER CLASS SALARIES-REGULAR	0.00	0.00	9,060.25	(9,060.25)
3202	PERS - CLASSIFIED	0.00	0.00	1,326.00	(1,326.00)
3312	SOCIAL SECURITY-CLASSIFIED	0.00	0.00	560.16	(560.16)
3332	MEDICARE-CLASSIFIED	0.00	0.00	131.02	(131.02)
3412	HEALTH & WELFARE BENEFITS-CLS	0.00	0.00	818.68	(818.68)
3502	ST UNEMPLOYMENT INS-CLASSIFD	0.00	0.00	4.52	(4.52)
3602	WORKER'S COMP-CLASSIFIED	0.00	0.00	92.15	(92.15)
Total Expenditure		0.00	0.00	11,992.78	(11,992.78)
Total Resource 3010 TITLE I-BASIC GRANTS-LOW INC		0.00	0.00	(11,992.78)	11,992.78
Resource 3310 SP ED-IDEA BAS GRNT ENTL					
Revenue					
4181	SP ED-ENTITLEMENT PER UDC	64,150.00	0.00	0.00	64,150.00
Total Revenue		64,150.00	0.00	0.00	64,150.00
Expenditure					
1104	SPECIAL ED TEACHER	34,160.00	0.00	0.00	34,160.00
3101	STRS - CERTIFICATED	5,561.00	0.00	0.00	5,561.00
3331	MEDICARE-CERTIFICATED	495.00	0.00	0.00	495.00
3411	HEALTH & WELFARE BENEFITS-CRT	4,299.00	0.00	0.00	4,299.00
3501	ST UNEMPLOYMENT INS-CERTIF	17.00	0.00	0.00	17.00
3601	WORKER'S COMP-CERTIFICATED	734.00	0.00	0.00	734.00
4310	MATERIALS & SUPPLIES	4,750.00	0.00	0.00	4,750.00
5201	EMPLOYEE MILEAGE	4,750.00	0.00	0.00	4,750.00
5207	REGISTRATION FEES	4,750.00	0.00	0.00	4,750.00
5209	ACCOMMODATIONS	4,634.00	0.00	0.00	4,634.00
Total Expenditure		64,150.00	0.00	0.00	64,150.00
Total Resource 3310 SP ED-IDEA BAS GRNT ENTL		0.00	0.00	0.00	0.00
Resource 4610 PUBLIC CHARTER SCHOOL GRANT					
Expenditure					
4110	TEXTBOOKS	0.00	0.00	1,243.78	(1,243.78)
4310	MATERIALS & SUPPLIES	(2,059.46)	0.00	15,345.67	(17,405.13)
4312	SUBSCRIPTIONS/PERIODICALS	(9,773.95)	0.00	459.19	(10,233.14)
4351	OFFICE SUPPLIES	(1,233.00)	0.00	3,610.72	(4,843.72)
4396	FOOD SERVICE SUPPLIES	(1,247.52)	0.00	0.00	(1,247.52)
4400	EQUIPMENT	(4,566.75)	0.00	0.00	(4,566.75)
4421	FURNITURE	(795.17)	0.00	0.00	(795.17)
4445	COMPUTERS	(38,202.69)	0.00	3,989.92	(42,192.61)
4453	OTHER TECHNOLOGY	0.00	0.00	1,931.65	(1,931.65)

Criteria: Type = Summary; Budget Status = Revised; Running Balance = Yes; Default Column Order = Yes; Sort/Group = Fund,Resource,Object; Suppress Net Zero Accounts = Yes; Display Columns FTR = GL Status

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Activity Report - Summary (From: 9/1/2019 To: 9/30/2019)

Object	Object Description	Balance Forward	Budget Activity	Actual Activity	Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FND					
Resource 4610 PUBLIC CHARTER SCHOOL GRANT					
Expenditure					
5201	EMPLOYEE MILEAGE	(2,599.27)	0.00	0.00	(2,599.27)
5205	AIRFARE	(401.27)	0.00	0.00	(401.27)
5207	REGISTRATION FEES	0.00	0.00	105.00	(105.00)
5209	ACCOMMODATIONS	(5,922.21)	0.00	491.88	(6,414.09)
5210	TRAVEL & CONFERENCES	(100.00)	0.00	0.00	(100.00)
5560	WASTE DISPOSAL	(760.00)	0.00	0.00	(760.00)
5800	CONTRACTED SERVICES	(1,426.65)	0.00	1,986.65	(3,413.30)
5881	OTHER CHARGES/FEES	(5,180.00)	0.00	0.00	(5,180.00)
6400	EQUIPMENT	(119,269.64)	0.00	0.00	(119,269.64)
Total Expenditure		(193,537.58)	0.00	29,164.46	(222,702.04)
Total Resource 4610 PUBLIC CHARTER SCHOOL GRANT		193,537.58	0.00	(29,164.46)	222,702.04
Resource 5310 CHILD NUTRITION-SCHOOL PRGRM					
Expenditure					
4364	GASOLINE	0.00	0.00	20.00	(20.00)
4710	FOOD	0.00	0.00	144.48	(144.48)
Total Expenditure		0.00	0.00	164.48	(164.48)
Total Resource 5310 CHILD NUTRITION-SCHOOL PRGRM		0.00	0.00	(164.48)	164.48
Resource 6300 LOTTERY - INSTRL MATERIALS					
Revenue					
560	STATE LOTTERY REVENUE	21,624.00	0.00	0.00	21,624.00
Total Revenue		21,624.00	0.00	0.00	21,624.00
Expenditure					
4110	TEXTBOOKS	21,624.00	0.00	1,256.35	20,367.65
4310	MATERIALS & SUPPLIES	0.00	0.00	1,594.74	(1,594.74)
Total Expenditure		21,624.00	0.00	2,851.09	18,772.91
Total Resource 6300 LOTTERY - INSTRL MATERIALS		0.00	0.00	(2,851.09)	2,851.09
Resource 6500 SPECIAL EDUCATION					
Revenue					
8792	TRANS OF APPORTION FROM COE	85,942.00	0.00	0.00	85,942.00
8989	CONTRIBUTION > SPECIAL ED	298,123.00	0.00	0.00	298,123.00
Total Revenue		384,065.00	0.00	0.00	384,065.00
Expenditure					
1104	SPECIAL ED TEACHER	242,003.34	0.00	25,326.94	216,676.40
2122	INSTR AIDE SAL HRLY-SPECL ED	20,808.00	0.00	2,367.25	18,440.75
3101	STRS - CERTIFICATED	43,986.36	0.00	3,799.96	40,186.40
3202	PERS - CLASSIFIED	4,328.00	0.00	466.85	3,861.15
3312	SOCIAL SECURITY-CLASSIFIED	1,290.00	0.00	146.77	1,143.23
3331	MEDICARE-CERTIFICATED	3,509.16	0.00	367.24	3,141.92
3332	MEDICARE-CLASSIFIED	302.00	0.00	34.33	267.67
3411	HEALTH & WELFARE BENEFITS-CRT	37,795.17	0.00	3,540.81	34,254.36
3501	ST UNEMPLOYMENT INS-CERTIF	120.60	0.00	12.67	107.93
3502	ST UNEMPLOYMENT INS-CLASSIFD	10.00	0.00	1.19	8.81
3601	WORKER'S COMP-CERTIFICATED	5,709.83	0.00	258.35	5,451.48
3602	WORKER'S COMP-CLASSIFIED	485.00	0.00	24.15	460.85

Criteria: Type = Summary; Budget Status = Revised; Running Balance = Yes; Default Column Order = Yes; Sort/Group = Fund,Resource,Object; Suppress Net Zero Accounts = Yes; Display Columns FTR = GL Status

HUMBOLDT COUNTY OFFICE OF EDUCATION
75 - Northern United Humboldt
Financial Activity Report - Summary (From: 9/1/2019 To: 9/30/2019)

Object	Object Description	Balance Forward	Budget Activity	Actual Activity	Balance
Fund 62 CHARTER SCHOOLS ENTERPRISE FND					
Resource 6500 SPECIAL EDUCATION					
Expenditure					
4310	MATERIALS & SUPPLIES	(645.52)	0.00	812.80	(1,458.32)
4312	SUBSCRIPTIONS/PERIODICALS	50.00	0.00	0.00	50.00
5201	EMPLOYEE MILEAGE	7,929.00	0.00	614.80	7,314.20
5207	REGISTRATION FEES	600.00	0.00	0.00	600.00
5209	ACCOMMODATIONS	200.00	0.00	0.00	200.00
5800	CONTRACTED SERVICES	544.00	0.00	0.00	544.00
5819	OTHER INTER-LEA CONTRACTS	1,299.00	0.00	0.00	1,299.00
5950	POSTAGE	50.00	0.00	0.00	50.00
7142	OTH TUITN, EXCESS CSTS> COE	3,746.00	0.00	0.00	3,746.00
Total Expenditure		<u>374,119.94</u>	<u>0.00</u>	<u>37,774.11</u>	<u>336,345.83</u>
Total Resource 6500 SPECIAL EDUCATION		9,945.06	0.00	(37,774.11)	47,719.17
Resource 7690 ON-BEHALF PENSION CONTRIBUTION					
Revenue					
8590	ALL OTHER STATE REVENUES	171,920.00	0.00	0.00	171,920.00
Total Revenue		<u>171,920.00</u>	<u>0.00</u>	<u>0.00</u>	<u>171,920.00</u>
Expenditure					
3101	STRS - CERTIFICATED	171,920.00	0.00	0.00	171,920.00
Total Expenditure		<u>171,920.00</u>	<u>0.00</u>	<u>0.00</u>	<u>171,920.00</u>
Total Resource 7690 ON-BEHALF PENSION CONTRIBUTION		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Total Fund 62 CHARTER SCHOOLS ENTERPRISE FND		<u>(171,849.59)</u>	<u>0.00</u>	<u>(520,928.16)</u>	<u>349,078.57</u>

Agenda Item 5.
REPORTS

Subject:

5.3 LCAP Report

Action Requested:

Information

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 5.
REPORTS

Subject:

5.4 Director's Report

Action Requested:

Information

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

SUPER STUDENTS



Samy is the son of Mohd Awwad and Duaa Sariieh. In his free time, Samy loves playing soccer, studying geography, performing mathematics, growing his nonprofit ImmuniGlobal (ImmuniGlobal.org), and learning new things. So far, at AR, he has earned 56 college units. Samy plans on attending a four-year university in the US where he may major in human biology. After college, he envisages founding a healthcare startup, becoming a doctor, or both! Regarding his experience at AR, Samy says, "Academy of the Redwoods is the most welcoming high school one could ask for. The campus is full of diverse, creative, and motivated students who support each other in so many wonderful ways. The faculty continue to inspire me to this very day to become the best person I can truly be. I'm beyond thankful for my four years at this school and look forward to giving back in the future."

Samy Awwad Academy of the Redwoods



Vincent Ceffalo (Vinny), son of Victor and Jill Ceffalo, is a senior who currently ranks first in his class with a 4.3 GPA. In school, Vinny consistently challenges himself with his education and has been on the High Honor Roll throughout his high school career. He has taken, or is currently taking, Advanced Placement (AP) Environmental Science, AP US History, AP Language and Composition, AP Literature and Composition, and AP Calculus. He has played on Ferndale's soccer team, was Junior Class President (last year), and is an active member, as well as the Associated Student Body (ASB) Reporter. He is also a very involved member of the Leo Club, the school's community service club. When he graduates, Vinny hopes to enter the Air Force Academy, or attend a university with Air Force ROTC where he plans to major in Computer Science and Organic Chemistry.

Vincent Ceffalo Ferndale High School



Jack Hill, a senior at Eureka High School, finished junior year in the top 10% of his class and currently has a 4.07 GPA. The son of Christian Hill and Sally MacDonald of Eureka Jack's favorite subjects are government and physics. Jack has been playing football since the fourth grade and has been on the Eureka High football team for 4 years. Outside of school, Jack enjoys lifting weights and taking drives on some of Humboldt's most scenic back-roads. During the springtime Jack enjoys volunteering at the local elementary school carnivals. Next year Jack plans on attending CR and hopefully transferring to a UC after he earns his associates degree.

Jack Hill Eureka High School



Petrita Rodriguez is the daughter of Juan Rodriguez & Maria Hernandez of Fortuna. She attends Fortuna Union High School and has an overall weighted academic GPA of 4.41. Petrita is an outstanding student and is at the top of her graduating class. She has taken a total of 7 Advanced Placement and 4 Honors classes at Fortuna High School and she stays active on campus through Link Crew, M.E.Ch.A Club, and Interact Club. Last summer, Petrita attended the Chicano Latino Youth Leadership Conference at Sacramento State, which was a week-long, intensive leadership program that connected Petrita with other students from all over CA. Petrita plans on attending UC Davis or San Jose State next fall and is interested in studying Aerospace Engineering or Chemical Engineering.

Petrita Rodriguez Fortuna High School



Jason Tuermer-Lee is an outstanding student at Arcata High School. Jason is ranked number one in the senior class and has a cumulative grade point average of 4.5. By the time he graduates, Jason will have completed two Honors and eleven Advanced Placement courses. Jason has been extremely involved on our campus. Last year he was the junior class president and this year he is president. As president, Jason will organize fundraising for both the senior trip and the senior prom. Last year Jason was on the varsity basketball team and was president of the Chess Club. Jason has been a member of National Honor Society since junior year and has participated in several community activities. Jason will attend college next fall and plans to major in either Physics or Chemistry.

Jason Tuermer-Lee Arcata High School



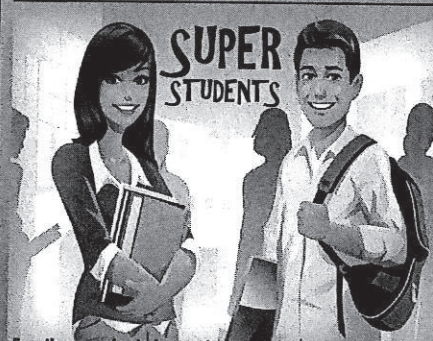
Northern United-Humboldt Charter School is pleased to announce Theo Cress as our September Super Student. Theo is the son of Honorée Cress. He plans to attend College of the Redwoods to study Automotive Technology and then move on to UC Davis for Mechanical Engineering. Theo is an outstanding student at our Arcata Learning Center with a 3.95 GPA. Theo is a straight A student and is a very successful concurrent student at CR. Theo works hard and is very motivated. He is a joy to teach, with a great sense of humor, and a willingness to try anything. We are very proud of Theo and look forward to great things from him in the future!

Theo Cress Northern United-Humboldt Charter School



Hannah is the daughter of Sara and Kevin Alto of McKinleyville. Hannah has made the most of her time at McKinleyville High School. Now in her senior year, Hannah is ranked 16th in her class and currently has a GPA of 4.02! Hannah has received the award for Academic Excellence every year. Hannah has a real passion for ranching and has been incredibly active in FFA. She is currently the North Coast Regional FFA President and has also served as the Humboldt/Del Norte Sectional President of FFA. Hannah has received the State Farmer Degree and will be a National FFA State Delegate for the State of California. In her free time Hannah enjoys dancing, which she has been doing for 14 years and currently teaches classes at No Limits Dance Studio. She also loves to spend time with her family and friends. After graduation, Hannah plans on attending Texas A & M and majoring in Agricultural Communications and Business. Go Hannah!!

Hannah Alto McKinleyville High School



Email your submissions to jmardetti@times-standard.com
Deadline: Monday before the last Saturday of each month.



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Agenda Item 5.
REPORTS

Subject:

5.5 Northern United - Humboldt Charter School Report

Action Requested:

Information

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

Each month staff will give an update on NU-HCS events and programs. Please see attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Rebekah Davis, Julie Smith

What's happening Schoolwide in Humboldt?
Board Meeting 10-10-19

1. Admin & Regional Director Update

- a. Each teacher is working on their Tier 2 plans and giving support to students.

2. Accomplishments

- a. LC has started the Building Trades Academy partnering with HCOE. We have 9 students who are participating.
- b. ELC has had two bake sales with proceeds going towards our Mattole Camp and Retreat field trip at the year's end.
- c. Our counseling department, Wendy and Melissa, took 8th graders to the "I've Been Accepted to College" field trip at HSU.
- d. CLC's parent group had a rummage sale last weekend to raise funds for our end-of-the-year trips.

3. Projects underway

4. Timelines of Importance

- a. For the months of October and November, all teachers have been asked to administer one block in math and ELA of the CAASPP interim to their students.
- b. TK and K teachers are using the Kindergarten Screening Tool to assess their students by mid-October.

5. Upcoming Events

- a. ELC will be starting our coffee/chocolate fundraiser working with old town coffee and chocolates.
- b. ELC is working on two fundraisers- Pints for nonprofits at Redwood Curtain Oct 16th and Pints for nonprofits at Adventures edge Nov 21st.
- c. CLC's parent group has a Harvest Party on Oct. 24th.

6. Professional Developments Happening

- a. Friday the 11th is a PD day for all staff. We will cover topics: epi-pens, Tier 2, ALICE, and PROTECT.

Agenda Item 5.
REPORTS

Subject:

5.6 Northern United - Siskiyou Charter School Report

Action Requested:

Information

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

Each month staff will give an update on NU-SCS events and programs. Please see attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller

NU-Siskiyou Regional Director Board Report 10/10/19

- Field Trips:
 - Yreka Outdoor Ed class - Horse Camp on Mt Shasta.
 - Yreka Sustainable Agriculture CTE class - Hunter Orchards
- The check for the health permits has been submitted to the Environmental Health Department. Next step ordering food and the health department visit.
- Many of our staff have attended CPR, AED, and First Aid training offered through SCOE.
- A team is attending a two-day PBIS training at SCOE in October and November.
- We are sending some staff members to the Foster and Homeless Youth training also offered through SCOE.
- We're finally getting all of our new furniture assembled and in place in both Yreka and Mt Shasta.
- David Walker, our school counselor, has been trained as a mentor-coach in a youth empowerment and goal setting program called Elevate. We are contracting with them to lead a 10 week group in the fall and a 14 week group in the spring.

A brief description of the program from Jack Witt, Director of Program Development:

Elevate Youth Solutions was formed out of the challenges our parent organization encountered as we sought to address the needs of transitional-aged foster youth and extreme poverty and homeless youth populations. They worked with therapists, educators and youth-specialized social workers to test and create a mentor-coaching process that would move quickly past engagement barriers and provide a curriculum of vital skillsets that will directly impact their study, life and social relationships.

They were compelled to find a solution that can be adapted into community outreach programs, educational settings and youth-focused non-profit organizations. Theirs is an innovative approach that brings the primary elements of mentor-coaching into a hybrid group process; focusing attention on the teens individually while empowering them with the gifts of self-discovery, decision-ownership, and healthy peer-accountability.

Agenda Item 5.
REPORTS

Subject:

5.7 Board Report

Action Requested:

Information

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

Each month the Board may give a report related to the governance of the schools.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.1 Update on Facilities

Action Requested:

None

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

The Director will update the Board on anything relevant to facilities within Northern United - Humboldt Charter School and Northern United - Siskiyou Charter School.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.2 Discussion on a Classified Employee Stipend for Additional Certificates and/or Education

Action Requested:

None

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

This is a standing item that allows for continuous discussion regarding amending the pay schedule to add a stipend for classified employees who earn a degree or certificate.

Fiscal Implications:

Unknown at this time

Contact Person/s:

Shari Lovett, Jere Cox

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.3 Discussion on Board Member Handbook

Action Requested:

None

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

The Board and the Director will discuss the content of the Board Handbook with an emphasis on creating the unity of purpose, norms and protocols.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Jere Cox

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Effective Governance

Governance - A Definition

School governance is the process of setting organizational policies and standards that are adopted by the Board of Directors and implemented by the school director in order to provide strategic direction and ensure that objectives are met, risks are managed appropriately, and resources are used responsibly in order to ensure success for all students.

There are three dimensions to the effective governance of any organization: the actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

In a school setting, the board and school director work together as a governance team. For a governance team to work together effectively, members need to (1) maintain a unity of purpose; (2) agree on and govern within appropriate roles; (3) create and sustain a positive governance culture; and (4) create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively maintain the focus on improved student learning and achievement, and create a climate for excellence in a school.

Unity of Purpose

Unity of Purpose is a common focus, overarching goals, and the values and beliefs governance team members share about children, the schools and public education that help them transcend their individual differences to fulfill a greater purpose.

Core Beliefs

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

Vision

Northern United Charter Schools – Wherein every student is future-ready:

- ❖ ready for personal success.
- ❖ ready for college.
- ❖ ready for the global workplace.

Mission

Northern United Charter Schools, 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.

Schoolwide Learner Outcomes (SLOs)

A Northern United Charter Schools graduate:

- ❖ reads and writes effectively.
- ❖ sufficiently understands and functions in the world.
- ❖ appreciates the history of mankind in all its diversity, and understands the political process.
- ❖ applies math principles and operations to solve problems.
- ❖ applies scientific concepts and skills to explain the world and find solutions to its problems.
- ❖ realizes personal special interests, talents and abilities.

Our Governance Unity of Purpose

Our shared purpose is to have the best learning environment for all students.

We want to build trust and move the schools forward.

We want to become an effective team.

We want to understand our collective responsibilities.

We want to be a team with a common focus so that we are not a distraction to the schools or community but a catalyst for the focused efforts of employees.

We want the community to be able to see evidence of this focused direction.

We want to be partners with the staff in positive change.

Governance Role and Responsibilities

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees who sit on school boards is to ensure schools are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities. These are setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the schools and public schools.

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by a representative governing body. Authority is granted to the board as a whole, not each member individually. Therefore, board members fulfill these responsibilities by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

The board carries out these responsibilities in each of the following job areas:

Setting the Schools' Direction
Student Learning and Achievement
Finance
Human Resources
Policy
Judicial Review
Community Relations and Advocacy

The school director assists the board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon school vision and goals. The following page provides more detail on how the board performs its governance responsibilities in each job area. It's important to remember that boards who inadvertently get involved in staff functions undercut their ability to hold the superintendent accountable for the results of those efforts.

Performing Governance Responsibilities

We agree with the responsibilities of school boards as described below:

Set the Direction for the Community's Schools

- ❖ Focus on student learning
- ❖ Assess needs/ obtain baseline data
- ❖ Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- ❖ Ensure an appropriate inclusive process is used
- ❖ Ensure these documents are the driving force for all efforts of the schools

Establish an Effective and Efficient Structure for the Schools

- ❖ Employ and support the superintendent
- ❖ Establish a human resources framework that includes policies for hiring and evaluating other personnel
- ❖ Oversee the development of and adopt policies
- ❖ Set a direction for and adopt the curriculum and require data-producing assessment systems
- ❖ Establish budget priorities, adopt the budget and oversee facilities issues

Provide Support Through Our Behavior and Actions

- ❖ Act with professional demeanor that models the schools' beliefs and vision
- ❖ Make decisions and provide resources that support mutually agreed upon priorities and goals
- ❖ Uphold board-approved policies and support staff implementation of board direction
- ❖ Ensure a positive working climate exists
- ❖ Be knowledgeable enough about the efforts of the schools to explain them to the public

Ensure Accountability to the Public

- ❖ Evaluate the superintendent
- ❖ Monitor, review and revise policies
- ❖ Serve as a judicial and appeals body
- ❖ Monitor student achievement and program effectiveness and require program changes as indicated
- ❖ Monitor and adjust finances of the schools and periodically review facilities issues

Act As Community Leaders

- ❖ Speak with a common voice about the schools' priorities, goals and issues
- ❖ Engage and involve the community in the schools and activities
- ❖ Communicate clear information about policies, programs and fiscal condition of the schools
- ❖ Educate the community and the media about the issues facing students, the schools and public education
- ❖ Advocate for children, programs and public education to the general public, key community members and local, state and national leaders

AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

GOVERNANCE TEAM NORMS AND PROTOCOLS:

The Board of Directors for Northern United Charter Schools is entrusted by the community to uphold the constitution of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

The Board and School Director must function together as a governance leadership team in order to effectively meet the schools' challenges. Agreed upon behaviors, or norms, and operating procedures, or protocols, support consistent behaviors and actions among team members. The purpose of the Northern United Charter Schools governance team agreements is to ensure a positive and productive working relationship among board members, the school director, staff, students, and the community. The following norms and protocols were developed for and by the members of the governance team, and may be modified over time as needed.

OUR AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP:

NORMS:

Meeting guidelines

Operating in a governance culture of trust and respect

PROTOCOLS:

Visiting learning centers

Handling public or staff concerns

Individual requests for action

Bringing up new ideas or agenda items

We have reviewed and agreed to the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Northern United Charter Schools Board of Directors, staff, students and the community. We shall renew these agreements at our annual governance workshop.

Affirmed on this ____ day of _____, 2019

Name, Chair

Name, Vice Chair

Name, Trustee

Name, Trustee

Name, Trustee

Name, School Director

Positive Governance Team Culture

Meeting Guidelines

We agree to:

- ❖ Focus on students' best interests - on what's best for kids!
- ❖ Not take disagreements personally
- ❖ Show respect (never dismiss/devalue others)
- ❖ Make a commitment to effective deliberation, each one listening openly while others are allowed to express their points of view
- ❖ Make a commitment to open communication, honesty, no surprises
- ❖ Commit the time necessary to govern effectively.
- ❖ Be collaborative (this is the way we operate!)
- ❖ Maintain confidentiality (builds trust)
- ❖ Look upon history as lessons learned; focus on the present and the future

Operating in a Governance Culture of Trust and Respect

- ❖ We operate within our respective roles and responsibilities in order to facilitate the efficient and effective running of the schools.
- ❖ We recognize that each board member brings unique experiences, values and beliefs to the table, and that we must work with each other and the school director to ensure that a high quality education is provided to all students.
 - We view the school director as a key player on the governance team, understand her role and responsibilities, respect her expertise and seek her professional advice on all board business.
 - We maintain open and honest two-way communication with each other in order to develop a strong board/school director relationship.
 - We provide direction so that staff presents sufficient, appropriate, specific information that supports the boards' ability to make rational, thoughtful, responsible decisions on behalf of students and the community.
 - We take collective responsibility for the success of our governance team and are willing to respectfully discuss personal concerns or issues with other individuals on the team if necessary.
 - We work to understand other team members' concerns, perspectives and interests.
 - We give one another the benefit of the doubt before arriving at a negative conclusion.
 - We support each other, and demonstrate mutual respect and understanding for our respective responsibilities and time constraints, recognizing that the school director is doing her best to treat every board member equally.
 - We focus our time and energy on important issues, not pettiness or politics.

Structures And Processes to Support Effective Governance

Visiting learning centers:

Principles: Visiting learning centers reminds board members that the students and learning are our primary focus. We can observe programs that are moving us toward the achievement of our goals, and can show appreciation and recognize people for the good work that they are doing. Each board member should have the opportunity to get to know each of the learning centers and have a range of experience with each. The board respects the busy schedule of staff and the anxiety that can be created by well-meaning, but announced visits to facilities or meetings. It is important to follow a consistent process that is respectful of both staff and board member time.

Protocol:

- ❖ Board member visits to learning centers are encouraged.
- ❖ As a professional courtesy, board members will call the administrator ahead of time to arrange the visit.
- ❖ Board members will also be cautious about encroaching on the learning environment. To assist in this matter, the school director will ensure administrators and teachers know that a teacher does not need to interrupt his or her lesson when a board member visits.

Handling concerns from the public, parents and staff:

Principles: Board members should be responsive to the community and be good listeners. It's important for members of the governance team to be consistent in their responses to staff and the community. Board members need to stay within their function and not attempt to personally "fix" the problem. There are staff members whose job it is to remedy or deal with student and staff situations. Students and staff members have due process and confidentiality rights that cannot be violated. The school board is potentially the "Court of Last Resort" and members who have been too involved early in the situation may not be able to participate in a final hearing.

Protocol:

- ❖ When someone complains to us, we will listen carefully, remembering we are only hearing one side of the story, and then we will direct that person to the staff member in the school most appropriate and able to help them resolve their concern.
- ❖ We will make sure they understand the appropriate order of whom to contact (teacher, then administrator, then school director) and are aware of any formal forms or policies that might assist them (e.g. written complaint form).
- ❖ This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the schools are upheld.
- ❖ As a representative of the public, it is important that the board member invite the person with the complaint to ultimately get back to him if the issue is not resolved.

Individual board member requests for action:

Principles: All board members are equal under the law, and authority rests with the board as a whole, not with individual members of the board. Direction is given to the school director only at board meetings through actions taken by the board. Individual board members are not “consultants” to either the school director or other members of school staff.

Protocol:

- ❖ The only authority to direct action rests with the full board sitting at the board table.
- ❖ A majority vote sets such direction.
- ❖ Individuals may request action by bringing up a new idea, explaining their interest in a particular course of action and working to get a board majority to support moving in that direction.
- ❖ When a majority of the board, sitting in a formal meeting, requests action, it should be done in the context of the intended results, not the methods used to achieve those results.

Bringing up new ideas or agenda items:

Principles: Board members should have the opportunity to bring up new ideas or subjects of interest for future board meeting agendas and must understand the process in order to do so. Creating a clearly defined process develops consistency, maintains trust, and provides a process to think through issues that might have merit. Staff focus, energy and time, as well as other schools’ resources must be focused on achieving the agreed upon schools’ vision, goals and objectives and should not be diluted by new projects or the interests of individual board members. The board as a whole makes the determination of whether or not items of individual interest are added to a future agenda. We must honor the intent of the Brown Act and provide opportunities for members of the staff and the public to inform and hear board deliberations on all agenda items if they choose to do so.

Protocols:

- ❖ A board member’s first step will always be to discuss the new topic or idea with the school director.
- ❖ Individual board members may bring up a new idea or request a future agenda item by explanation during “Board Member Comments” at the end of a meeting.
 - The board chair will ask the school director for any comments on the item.
 - A majority of board members need to concur to place a new item on a future agenda.
- ❖ All new ideas or agenda item topics will be weighted against their effect on staff’s ability to accomplish the schools’ vision and goals.
 - Consideration will include:
 - ❖ the impact of the new agenda item or topic on agreed upon schools’ priorities and goals;
 - ❖ the shift of staff time and energy away from their primary responsibilities relative to achieving schools’ goals; and
 - ❖ the reallocation of schools’ resources away from agreed upon schools’ priorities and goals.

Northern United Charter Schools
2019 School Board Regular Meeting Calendar

Regular meetings will be held on the third Thursday of the month, unless otherwise noted.

The regular meeting time will be at 4:00 pm, unless otherwise noted.

If there is a Closed Session, it will typically be after the Regular Meeting.

The December and March meeting will be on the second Tuesday to ensure a timely adoption of the interim budgets. The February and April meetings will be on the second Tuesday, to ensure it does not conflict with school breaks.

June meetings need to be held later in the month in order to accommodate the Local Control Accountability Program and Budget Adoption processes.

January 17th

February 12th

March 12th

April 9th

May 16th

June 27th

June 28th

July - No scheduled meeting

August 15th

September 19th

October 17th

November 21st

December 10th

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.4 Discussion on Process for Appointing New Board Members

Action Requested:

None

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

The Board and the Director will discuss the criteria and process for appointing a new Board Member while reflecting on past practice.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Jere Cox

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.5 Discussion on New Charter School Laws in California

Action Requested:

None

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

The Director will update the board on new laws passed that may affect our schools.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Jere Cox

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.6 Discussion on Board Member Trainings

Action Requested:

None

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

The Board will discuss options for additional training.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Jere Cox

Agenda Item 6.
DISCUSSION ITEMS

Subject:

6.7 Discussion on Board Member Recruitment

Action Requested:

None

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

The Board and the Director will discuss attempts to recruit new Board Members and brainstorm additional ideas.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Jere Cox

Agenda Item 7.
NEXT BOARD MEETING

Subject:

7.2 Next Board Meeting Date: November 21st

Action Requested:

None

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

The next board meeting is based on the board adopted meeting schedule.

Fiscal Implications:

None

Contact Person/s:

Shari Lovett, Jere Cox

Agenda Item 8.

ADJOURN