



NORTHERN UNITED – SISKIYOU  
CHARTER SCHOOL

CHARTER RENEWAL PETITION

July 1, 2020 – June 30, 2025

Submitted to the Siskiyou County Board of Education and the  
Siskiyou County Office of Education on October 8, 2019

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## **AFFIRMATIONS AND DECLARATION**

As the authorized lead petitioner, I, Shari Lovett, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named Northern United – Siskiyou Charter School (“NU-SCS” or “Charter School”), submitted to the Siskiyou County Board of Education (“SCBE”) and the Siskiyou County Office of Education (“SCOE”) (collectively referred to herein as the “County”) and to be located at several sites throughout Siskiyou County, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School shall follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Northern United Charter Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or the student’s parents or guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the County Board of Education shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code,

including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. [Ref. Education Code Section 47605.6(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605.6(d)(2)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6(a)(1) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Schools Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

[SIGNATURE LINE]

Date

## Countywide Benefit

*Governing Law: A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)*

*Governing Law: A county board of education may grant a charter for the operation of a school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)*

Education Code Section 47605.6 provides that a county board of education may approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may approve such a “countywide benefit charter” only if it finds, in addition to the other requirements of Education Code Section 47605.6, that “the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.”

The first step of this analysis requires the proposed charter school to demonstrate that the pupil population to be served will benefit from those services. Here, Northern United – Siskiyou Charter School will provide independent study educational services, a type of education undeniably different in kind from classroom-based education and one that clearly brings specific benefits to the pupils who will attend the Charter School and the communities in which the school sites would be located. The educational model is discussed thoroughly in Element 1. Indeed, in the wake of the Third Appellate District court’s decision in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5<sup>th</sup> 262 (“*Anderson*”), it is *only* countywide benefit charter schools that can lawfully and adequately provide independent study educational services, as will be seen below.

The second step of the analysis requires the proposed charter school to demonstrate that the pupil population to be served cannot be served as well by a charter school that operates in only one school district in the county. Although this language of Education Code Section 47605.6 has not yet been interpreted at the appellate court level, the analysis of the analogous provisions regarding *statewide* benefit charter schools provided in *California School Bds. Assn. v. State Bd. of Education* (2007) 186 Cal.App.4<sup>th</sup> 1298 (“*CSBA*”) suggests that the relevant comparison is between, on one hand, the benefit to be provided by a countywide benefit charter school and, on the other, the collective benefit of a hypothetical *series* of charter schools authorized by each district in which the countywide benefit charter school proposes to operate.

This comparison clearly underscores the additional benefit of a countywide benefit charter school when, as here, Northern United – Siskiyou Charter School proposes to provide independent study educational services. Education Code Section 51747.3(b)(1) allows an independent study charter school to enroll and receive state funding for students who reside within the county in which the charter school is authorized and in adjacent counties. Education Code Sections 47605(d)(1) and 47605(d)(2)(A) require a charter school to enroll all students who wish to attend and prevent charter schools from discriminating on the basis of place of residency in-county and in adjacent counties. Education Code Section 51746 expressly states that charter schools providing independent study education “*shall* provide appropriate existing services and resources to enable pupils to complete their independent study,” such as “[a] designated learning center or study area staffed by appropriately trained personnel”—in other words, a physical facility or resource center.

Taken together, these sections of the Education Code provide that independent study charter schools can serve pupils residing throughout the county in which the school is authorized and adjacent counties, cannot discriminate on the basis of residency within those counties, and in serving such students, not merely can but *must* provide appropriate supporting resources, such as resource centers.

Yet under the *Anderson* decision, district-authorized charter schools can no longer fulfill this mandate. Specifically, the *Anderson* court concluded that all charter schools (including independent study charter schools) “shall be located and operate entirely within the boundaries of the authorizing school district, whether at one or multiple locations” pursuant to Education Code Section 47605(a)(1) (*Id.* at 276). It also stated that the only exception to this supposed “general requirement” is the power granted by Education Code Section 47605.1(c) for an independent study charter school to establish resource centers in an *adjacent* county (*Id.* at 277).

Therefore, after the *Anderson* decision, locally-approved charter schools providing independent study are in a legally impossible position. On one hand, Education Code Sections 47605(d)(1), 47605(d)(2)(A), 51747.3(b) and 51746 obligate independent study charter schools to accept, serve and adequately support a particular class of students. On the other hand, the *Anderson* court’s interpretation of Education Code Section 47605(a)(1) forbids the acts essential to providing the service. The independent study charter schools *must* accept all in-county resident pupils who wish to attend the school’s independent study program and *must* provide “appropriate” resources (including facilities for meeting with teachers) for students, yet these schools are limited to establishing resource centers either in the authorizing district or in an *adjacent* county only, and are barred from establishing resource centers out-of-district yet in county, even though for many students such a resource center would be the only supporting resource for hundreds of miles.

Consequently, as a result of the *Anderson* decision, only a countywide benefit charter school can fulfill the mandate imposed on independent study charter schools by the Education Code Sections listed above to accept, serve, and appropriately support all applicants within the school’s home county and adjacent county. District-authorized cannot fulfill this mandate, since they cannot establish facilities within the potentially vast region outside of their authorizing



districts yet within their home county; nevertheless, they must admit students residing within the county and properly serve them.

Even a *series* of district-authorized charter schools could not fulfill this mandate. If an applicant could successfully submit charter petitions to every district in which it sought to establish a resource center as part of the countywide benefit petition, each and every such charter school would be noncompliant with the mandates imposed on independent study charter schools. For although (as noted by the *CSBA* court) there is nothing preventing a particular charter school operator from submitting charter petitions to multiple school districts, it is also true that each school individually considered must fully comply with the requirements of the Charter Schools Act (“CSA”). There is no “entity” or “network” exemption from the requirements of the CSA; the fifth district-authorized charter school opened by a particular operator must fully comply with the requirements of the CSA to the same extent as the first charter school opened by that operator.

Accordingly, an independent study charter school authorized by (for example) Yreka Union School District cannot lawfully turn away students residing in Mt. Shasta (or accept but then fail to provide adequate supporting services for such students) simply by virtue of the fact that the same charter school operating entity also operates a charter school authorized by Mt. Shasta Union School District. Rather, *both* such schools individually considered would need to fully comply with Education Code Sections 47605(d)(1), 47605(d)(2)(A), 51747.3(b), and 51746. Yet under the *Anderson* decision, *neither* could so comply. Only a countywide benefit charter school could adequately fulfill this mandate while also complying with the requirements of the *Anderson* decision.

In other words, locally-approved charter schools providing independent study are now, post-*Anderson*, in a legally impossible position. Only a duly-authorized countywide benefit charter school can fill this gap and satisfy this need, a fact specifically acknowledged by the *Anderson* court. In dismissing respondents’ argument that any interpretation of law that allows for the resource centers of district-authorized charter schools to be located only within the authorizer’s boundaries or adjacent counties (but nowhere else in-county) would be an absurd interpretation, the *Anderson* court stated:

*We do not find the accurate interpretation of this statute to be so absurd as to permit us to rewrite it. Assembly Bill No. 1994 added a provision to permit a county board of education to authorize a countywide charter school “that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education.” A countywide charter school can only be approved after a finding “that the educational services to be provided by the charter school will offer services to a pupil population ... that cannot be served as well by a charter school that operates in only one school district in the county.” (Ibid.) The Legislature could have reasonably believed that section 47605.6 was sufficient to address the issue of locating resource centers outside the boundaries of the authorizing school district and within the same county; charter schools that wished to operate at multiple sites throughout the county could apply for a county charter. Operating a resource center within the county but outside the boundaries of the authorizing*

*school district, without a county charter, in effect creates a countywide charter school without the necessary finding for its establishment.*

*(Anderson at 279.)*

## Introduction

Mattole Valley Charter School (“MVCS”) first opened its doors on September 17, 1998, maintained an enrollment of 750 students. MVCS served students in four contiguous counties in northern California: Humboldt, Trinity, Mendocino and Siskiyou. Many of the MVCS students lived in rural and lower income areas where a ride to school could mean a two and a half hour bus ride each way. As a result of the long distances to schools and isolation, home schooling has been a way of life for many families in this area. Without the alternative offered by MVCS, many of these students would have been educated outside the realm of public school without support or accountability for student achievement.

Mattole Valley Charter School developed as a result of parent, student and teacher effort to increase educational options for parents and their children (parent choice) by providing a combination of parent involved independent study and learning center based instruction with a credentialed teacher overseeing the individual educational plan. MVCS was based on a well-developed educational program that provided for individually designed curricula, which included: home-based independent study, learning center programs and classes, apprenticeships, community-based educational programs, distance learning utilizing current technology, and supplemental projects.

MVCS grew to operate 14 learning/resource centers across four counties, where students can meet with their teachers. However, in compliance with the Court of Appeal’s decision in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262, NU-SCS submitted a new charter petition to Siskiyou County, to operate a new countywide benefit charter school with four (4) learning/resource centers in Siskiyou County. NU-SCS’s establishment charter petition was approved for an initial two-year term from July 1, 2018 through June 30, 2020. NU-SCS hereby submits a charter renewal petition, seeking a 5-year renewal for the term of July 1, 2020 through June 30, 2025.

## **NU-SCS Successes and Accomplishments of the Prior Charter Term: 2018-2020**

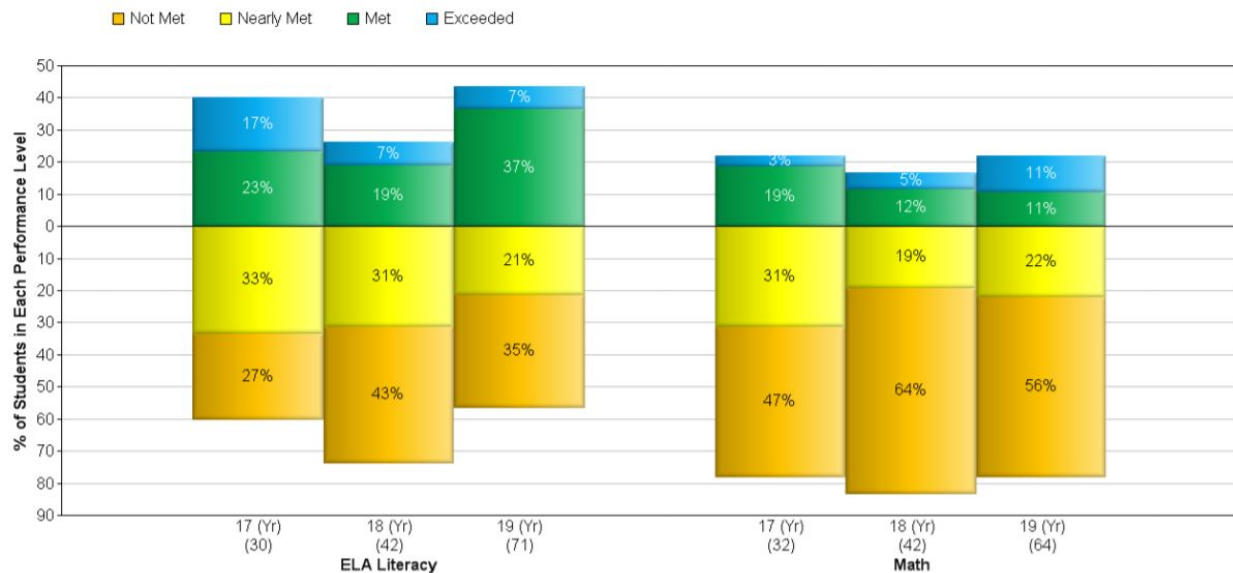
The following are some of the accomplishments from Northern United - Siskiyou Charter School's first year of operation:

- Our governing board has completed training in the Brown Act and conflict of interest laws, and has held regular meetings every month except July since March of 2018.
- We applied for and were awarded a Public Charter School Grant Program start-up grant in the amount of \$475,000. Due to our high percentage of unduplicated students, we received an award of an additional \$100,000. This grant is federally funded and managed by the California Department of Education. It is designed to help a new charter school purchase materials, supplies, furniture, transportation, safety equipment, and technology. It also provides funding for governance, finance, and administrative training, as well as professional development for staff.
- With the County Office's assistance, we applied for and started receiving Title funds.
- We received our WASC accreditation through June 30, 2022.
- Our enrollment was close to our projected first year numbers, and this year we have 10 more students to date than we did on the same day last year.
- We had 25 high school graduates in our first year and are on-track to graduate 24 in the current year.
- We participated in Siskiyou County events such as the spelling bee, College and Career Day at College of the Siskiyous, etc.
- We took high school students on a college tour field trip.
- We are starting a food program for the first time.
- We maintained our status as an AVID certified school and have a PBIS trained staff that has successfully integrated PBIS into our daily practice.
- We are a certified ALICE school.
- We successfully submitted our a-g course list for high school to the UC Doorways portal.
- We have developed a CTE pathway in sustainable agriculture.
- Our staff professional development activities included: Math, ELA, physical education, EL systems and development, ELPAC, ALICE, PBIS, AVID, Next Generation Science Standards, social science, financial aid, foster and homeless youth, trauma informed practices, Positive Prevention Plus sexual health, human trafficking, FAFSA/college readiness, tribal education, suicide prevention, communication in the workplace, personal/professional effectiveness training, and mental health first aid for over 165 hours of staff professional learning offered/provided/attended.
- We created and filled a full time counselor position and doubled our school psychologist FTE in order to provide academic, social emotional and behavioral MTSS services.
- We have contracted with Family First to be part of their Elevate program. Our counselor will also be trained in their program.
- We successfully relocated one of our facilities in Mount Shasta.
- We have an active parent-led foundation that supports our school's fundraising activities.
- We also have a number of parents who were involved in providing stakeholder input through one of our monthly parent engagement meetings, including: Back to School nights in Yreka and Mount Shasta; Behavioral Approach to Motivating Children; Technology, Screens, and Your Family; Creating Together; Marvelous Math; LCAP

Stakeholder Meeting; What is Online Testing All About; Grant Purchase Planning meetings in Yreka and Mount Shasta; and Open Houses in Yreka and Mount Shasta. We had a total attendance of over 100 parents.

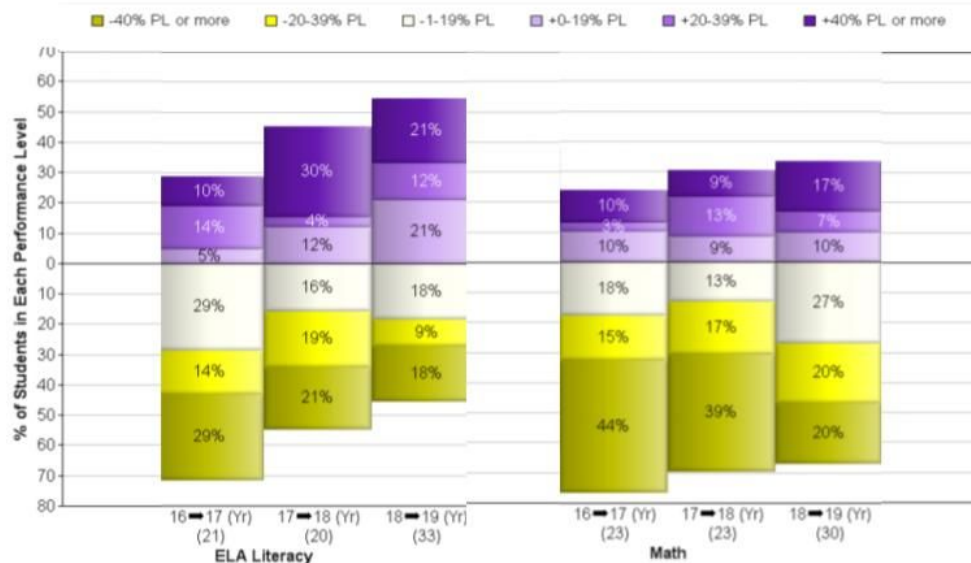
- With parent involvement, we installed a play structure at our building on Pine Grove Drive in Mount Shasta.

## SBAC CAASPP Achievement Levels



The SBAC CAASPP Achievement Levels chart includes the achievement levels for the last two years of MVCS and the first year of NU-SCS.

## SBAC CAASPP Fractional Performance Level Change



The SBAC CAASPP Fractional Performance Level Change chart shows growth in scaled score from one

year to the next of students in grades 3-8 who have been with us for consecutive years, irrespective of a student's achievement level. Significant growth can be shown even if a student remains in the not met achievement level. This data includes the last two years of MVCS and the first year of NU-SCS.

## **CHARTER RENEWAL CRITERIA**

Education Code Section 47607(b) states: “[c]ommencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria [in subdivision (b)(1)-(5)] before receiving a charter renewal pursuant to [subdivision (a)(1)].” (Emphasis added.)

As the Northern United – Siskiyou Charter School was approved by the Siskiyou County Board of Education for an initial term of two (2) years, from July 1, 2018 through June 30, 2020, and thus the Charter School has not been in operation for four years, NU-SCS is not required to meet the renewal criteria in Education Code Section 47607(b)(1)-(5).

## **Element 1. EDUCATIONAL PHILOSOPHY AND PROGRAM**

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i)

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii)

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii)

Governing Law: If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause. Education Code Section 47605.6(b)(5)(A)(iv)

### **Northern United – Siskiyou Charter School: Core Beliefs, Vision and Mission**

#### The Core Beliefs

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

#### The Vision

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

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

#### The Mission

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

Strategic Goals of the Mission:

Goal 1

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

Goal 2

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

Goal 3

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

Goal 4

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

## **Target Student Population**

Northern United – Siskiyou Charter School anticipates that the students who enroll in NU-SCS will reside in Siskiyou County. Currently, approximately 140 students are enrolled in grades TK-12 in NU-SCS. NU-SCS provides a solution for the following student populations:

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

## **How Learning Best Occurs**

Northern United – Siskiyou Charter School believes that student learning best occurs when:



- *Caregivers are actively engaged in the educational process.*
- *Students are engaged and supported in accessing their individualized education.*
- *Students feel welcome, safe and accepted at their school.*
- *Learning is an active process.*
- *Learning is actively applied.*
- *Learning is concrete and relevant.*
- *There is continuous assessment of students' progress in acquiring the standards.*
- *Appropriate remediation and intervention are implemented.*
- *Instruction is tailored to the student's learning style and presented in a multi-sensory format.*
- *Research-based instructional practices are utilized.*
- *"Context based" learning is emphasized through enrichment opportunities such as field trips, apprenticeships, cooperative classes, appropriate uses of technology, etc.*
- *The entire community serves as the school campus.*

## **An Educated Person in the 21<sup>st</sup> Century**

Northern United – Siskiyou Charter School believes that an educated person in the 21st century practices:

Critical thinking	Interrogative questioning	Perseverance	Written communication	Interacting with information technology
Problem solving	Creativity	Self-direction	Listening	Visioning
Reasoning	Artistry	Planning	Roles of leadership	Data interpretation
Analysis	Application of curiosity	Self-discipline	Teamwork	Resource conservation
Interpretation	Application of imagination	Adaptability	Collaboration	Civil, ethical and social justice practices
Synthesizing information	Innovation	Initiative	Cooperation	Economic and financial literacy

Research	Personal expression	Oral communication	Using virtual means of communication	Global awareness
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Northern United – Siskiyou Charter School identifies an educated person in the twenty-first century to mean a person who is literate, can understand and function sufficiently in the world around him or her, has an overview of the history of mankind in all its diversity, has an understanding of political processes, has an ability to solve mathematical problems and to think scientifically, and has the values necessary to enhance the world in which he or she lives. This person is one who has realized his or her own special talents, whether it be in the arts, sciences, or other areas. It is the goal of this Charter School to help a student become an educated individual, one who possesses a self-motivated ability to learn, a diverse yet well-developed set of interests, and the desire to master academic skills to the best of his or her ability.

It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners.

## **Educational Program**

Northern United – Siskiyou Charter School shall serve students in grades TK - 12.

Northern United – Siskiyou Charter School students shall be educated through personalized learning programs. Within that context, students may participate in cooperative classes, learning centers, supplemental learning projects, distance learning via current technology and community-based education.

Parents who enroll their children in the Charter School are co-facilitators of their child's education. The parents can become the primary facilitators in their children's learning program if they choose. The Charter School shall work with its students and parent facilitators by providing them with educational resources, an assigned independent study teacher, and access to a team of educational staff.

All teachers shall hold a Commission on Teacher Credentialing Certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold, and shall be selected by the Charter School Administration and approved by the Board of Directors.

Parents/guardians and their children may collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning. The program parents select determine the degree to which the teacher is involved. This involvement may vary from an advisory and assessment capacity to one of complete administration of the student learning process. Professional learning and parent education shall be available and encouraged.

## Curriculum and Instructional Methodology

Northern United – Siskiyou Charter School follows the curriculum adoption cycles dictated by the State of California and utilizes state of the art, research and standards-based core and supplemental curriculum TK through 12<sup>th</sup> grade, which align with state standards including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and all other applicable state content standards (hereinafter, collectively “State Standards”). Instructional practices that are upgraded continuously for the purposes of student engagement, access to academics, successful intervention, student success, and application to the greater context are utilized by all staff. The curriculum and instructional methodology may shift given the educational program chosen.

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

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

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

**Virtual:** Students who desire a virtual setting for their education may access that through a home-based setting or at a learning center. A credentialed teacher is assigned to a learning center facility and meets the needs of that student while at the learning center and guides them at home. The instructional strategies utilized vary given the grade and the needs of the students.

**MTSS:** A Multi-tiered System of Support for both Academics and Behavior is utilized by all teachers. The Academic RTI is supported through the use of a clear Student Study Team (“SST”) process, data collection and research based curriculum for intervention in all educational programs. The Behavior RTI is supported through the on-boarding of the precepts of the Positive Behavior Interventions and Supports (“PBIS”) methodology. All personnel who work directly with students are trained and receive refresher trainings on PBIS to ensure the development of clear behavioral expectations and routines for staff and students

**Assessment:** Baseline, formative and summative assessments will be administered in many forms in all subject areas for all grade levels throughout the school year. Formative assessments

will be administered each school year to analyze growth and/or the need for intervention in mathematics and English/language arts as a continuous cycle of inquiry.

A common baseline assessment will also be administered for the purpose of placing students in the appropriate math course starting in the 9<sup>th</sup> grade.

All 3<sup>rd</sup> through 11<sup>th</sup> graders will participate in any/all state mandated assessments unless the caregiver exercises their right to opt the student out of testing. All teachers will be trained and supported in the administration of state mandated assessments.

**College/Career Support:** Northern United – Siskiyou Charter School is an Advancement Via Individual Determination (“AVID”) school. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID system provides training and methodologies that educators use to develop students’ critical thinking, literacy, and math skills across all content areas throughout the entire school, in what we call schoolwide AVID.

In addition, the secondary aged students have access to a common college and career readiness electronic platform through which to assess their interests and strengths, plan their academics and store information relative to college applications. Each student is assisted by a trained adult to access all that is offered within the program.

All 12<sup>th</sup> graders are offered personal assistance with college and the Free Application for Federal Student Aid (“FAFSA”) applications as well as financial aid counseling.

**Social/Emotional:** All teachers have direct access to a school counselor and a school psychologist with whom they can discuss situations that may arise with a student. All TK-6 teachers are trained in the use of a common research-based social/emotional curriculum. This serves as a basis for school culture and restorative justice practices. All teachers use the precepts of PBIS to maintain an environment of safety, respect and responsibility.

## **Academic Calendar and Instructional Minutes**

The Charter School shall offer, at a minimum, the number of annual instructional minutes required by Education Code Section 47612.5(a)(1). A draft academic calendar for the 2020-21 school year is attached as Appendix A.

## **High School Program**

The Charter School will inform parents of the transferability of courses to other public high schools, and the eligibility of courses to meet college entrance requirements, in its student handbook, which will be published annually.

Northern United – Siskiyou Charter School will provide secondary students with access to a comprehensive secondary educational program commensurate with the University of

California's college preparatory requirements. In addition, secondary students have access to co-enrollment and concurrent enrollment opportunities at post-secondary institutions of higher education.

All secondary teachers have ongoing training in State Standards-based instruction and best practices of instructional strategies. An experienced secondary school counselor supports students, parents and teachers with college and career readiness information.

## **Serving Special Student Populations**

### **Academically Low-Achieving Students**

Through assessment and observation, a student who shows low-achievement in Mathematics or English Language Arts will be supported through a Student Study Team ("SST") process. The SST process will allow time for the teacher to implement academic intervention supports within the general education setting and to collect data to determine next steps within a cycle of assessment.

### **Academically High-Achieving Students**

Through assessment and observation, a student who shows high-achievement in academics will be served through the many options available to them through the Charter School and the community. Access to broad-based challenging project-based learning and outside interests such as the arts, music, and technology will be made available. Academically high-achieving students may also be enriched through accelerated instruction within their personalized learning plan.

## **English Learners**

The Charter School will meet all applicable legal requirements for English Learners ("EL"), including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

### **Home Language Survey**

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

### **English Language Proficiency Assessment**

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

### **Strategies for English Learner Instruction and Intervention**

Northern United – Siskiyou Charter School will ensure that all teachers hold the appropriate certificate to work with students who have English as a second language. Teachers will also be trained in the use of the methodologies of instruction that best serve these students, including Specially Designed Academic Instruction in English (“SDAIE”) strategies. Below is a non-exhaustive list of such strategies.

- **Metacognitive Development:** Providing students with skills and vocabulary to talk about their learning. **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.
- **Bridging:** Establishing a link between the student's prior knowledge and the material. **Examples:** Think-pair-share, quick-writes, and anticipatory charts.
- **Schema-Building:** Helping students see the relationships between various concepts. **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.
- **Contextualization:** Familiarizing unknown concepts through direct experience. **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.

- **Text Representation:** Inviting students to extend understandings of text and apply them in a new way. **Examples:** Student created drawings, videos, and games.
- **Modeling:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

## **Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

## **Special Education Services**

### *Overview*

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School shall be a member in the Siskiyou County SELPA.

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the County, the SELPA, and the California Department of Education before June 30<sup>th</sup> of the year before services are to commence.

Upon acceptance in a SELPA, the Charter School shall provide the County evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.



The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

### ***Section 504 of the Rehabilitation Act***

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the School Director or designee and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team shall review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or

guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan shall be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

### ***Services for Students under the “IDEA”***

*The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the County.*

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

### **Staffing**

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

#### Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

#### Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

#### Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

#### IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

### IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

### Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with

exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

#### Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

#### Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

#### SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

## Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

## **Charter School Goals and Actions to Achieve the Eight State Priorities**

Pursuant to Education Code Section 47605.6(b)(5)(A)(ii), a reasonably comprehensive description of the Charter School's annual goals and actions, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d)(2)-(8), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <http://www.nucharters.org/wp-content/uploads/2019/06/2019-NU-Siskiyou-LCAP-and-Annual-Update.pdf> and in Appendix E. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall comply with subdivisions (a)-(h) of Education Code Section 47606.5. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## **Element 2. MEASURABLE PUPIL OUTCOMES and Element 3. METHODS OF ASSESSMENT**

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605.6(b)(5)(B)*

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C)*

The Charter School affirms that to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

### **Goals, Actions, and Measurable Outcomes Aligned with the Eight State Priorities**

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d)(2)-(8), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <http://www.nucharters.org/wp-content/uploads/2019/06/2019-NU-Siskiyou-LCAP-and-Annual-Update.pdf> and in Appendix E The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Northern United - Siskiyou Charter School uses the following methods of assessment used to monitor student progress on desired outcomes are as follows:

<b>Methods of Assessment</b>				
	Renaissance STAR 360 Reading and Math Assessments	CAASPP SBAC Interim Assessments	CAASPP SBAC Summative Assessments	CAST Assessment
Grade Levels	Grades 2-8 for Reading and 2-1 for Math	Grades 3-8, and 11	Grades 3-8, and 11	Grades 5 and 8, and once in high school
Timeline Frequency	Fall, Winter and Spring window -each window is approximately 4 weeks	Fall and Winter window -each window is approximately 4 weeks	Summative window, early April through the last day of school	Summative window, early April through the last day of school



## **Element 4. FACILITIES**

*Governing Law: The location of each charter school facility that the petitioner proposes to operate. Education Code Section 47605.6(b)(5)(D)*

NU-SCS shall operate four (4) learning/resource centers in Siskiyou County where students can meet with their teachers. The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code.

NU-SCS' learning/resource centers shall be located at the following locations:

- Yreka Learning Center - 423 S. Broadway, Yreka, CA
- Yreka Learning Center - 505 S. Broadway, Yreka, CA
- Mount Shasta Learning Center - 427 Alder St., Mt. Shasta, CA
- Mount Shasta Learning Center - 1124 Pine Grove Dr., Mt. Shasta, CA

## **Element 5. GOVERNANCE STRUCTURE**

*Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605.6(b)(5)(E)*

### **Non-Profit Public Benefit Corporation**

The Charter School will be a directly funded independent charter school and will be operated by Northern United Charter Schools, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to Education Code Section 47604(d), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the County has complied with all oversight responsibilities required by law.

Attached, as Appendix B, please find the Northern United Charter Schools Articles of Incorporation, Bylaws, and Conflict of Interest Code.

### **Board of Directors**

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than five (5) and no more than seven (7) directors. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation’s annual meeting of the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three (3) years and until a successor director has been appointed or elected as required by the position as described below.

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

In accordance with Education Code Section 47604(c), the County may appoint a representative

to sit on the Board of Directors. If the County chooses to do so, the Charter School may appoint another member to ensure that the Board is maintained with an odd number of directors.

### **Board Meetings and Duties**

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). Meetings shall be held within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by Northern United Charter Schools reside, and a two-way teleconference location shall be established at each schoolsite and each resource center, consistent with Education Code Section 47604.1. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the School Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration;
- Approve annual independent fiscal audit;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Charter School shall comply with the Brown Act.

Northern United Charter Schools has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 As noted above, the Conflict of Interest Code is attached within Appendix B. As required, the Conflict of Interest Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

### **The School Director**

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

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

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Hire, promote, discipline, and dismiss all employees of the Charter School;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;

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

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

### **Parent Advisory Council**

Parents will be encouraged to form a Parent Advisory Council (“PAC”) to be responsible for parent involvement in school activities, fundraising, and advising the Charter School Board of Directors on any and all matters related to the strengthening of the Charter School community. Parent participation will play a vital role in the effectiveness of our program. We would encourage the parents to continue the efforts of the PAC at the same level of support to the

Charter School in terms of program enhancement and fundraising.

### **Parent Involvement in Governance**

In addition to parent representatives being able to serve on the Board and the parent participation on the Parent Advisory Council, parents will be strongly encouraged to volunteer a minimum of 20 hours per family, per academic year to the Charter School. The School Director or designee shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at charter school Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts events; or, other activities. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 20 hours of participation. Pursuant to Education Code Section 47605.6(n), the Charter School shall notify parents/guardians that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

### **Organizational Chart**

Attached as Appendix C, please find an Organizational Chart.

## **Element 6. EMPLOYEE QUALIFICATIONS**

*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605.6(b)(5)(F)*

### **School Director Qualifications**

The School Director shall possess a current California Administrative Services Credential.

### **Teacher Qualifications**

All NU-SCS teachers must hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

These documents shall be maintained on file at the Charter School personnel office and shall be subject to periodic inspection by the chartering authority.

### **Administrative Staff Qualifications**

All Northern United – Siskiyou Charter School administrators must hold a current California Administrative Services Credential.

These documents shall be maintained on file at the Charter School personnel office and shall be subject to periodic inspection by the chartering authority.

## **Element 7. HEALTH AND SAFETY PROCEDURES**

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*

*(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605.6(b)(5)(G)*

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies at its learning centers in consultation with its insurance carriers and risk management experts. These policies will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

### **Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The School Director of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the School Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Tuberculosis Risk Assessment and Examination**



Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

### **Immunizations**

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

### **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

### **Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Suicide Prevention Policy**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

### **Prevention of Human Trafficking**

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

### **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

### **Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

### **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

### **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200

- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

### **Emergency Preparedness**

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

### **Blood borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

### **Facility Safety**

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

### **Bullying Prevention**

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

## Element 8. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

*Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Education Code Section 47605.6(b)(5)(H)*

The Charter School anticipates that its program and multiple Learning/Resource Center locations will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the territorial jurisdiction of the Siskiyou County Board of Education, the Charter School will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. The Charter School shall accomplish this through active outreach activities, which include, but are not limited to, the following:

1. **Informational Meetings and Newsletters:** A series of meetings will be held to provide information to prospective parents about the Charter School and its programs. Back to School nights at current learning centers also serve to provide information about NU-SCS. Parent newsletters include dates and times for meetings and other information.
2. **Advertising:** The Charter School will advertise its programs and enrollment procedures in local newspapers. The Charter School will update its current website with detailed information regarding the Charter School's programs and enrollment procedures.
3. **Attend Community Events:** The Charter School will make significant efforts to establish visibility in the community. The Charter School founding team members plan to attend upcoming community events, such as Oktoberfest at Jefferson Center for the Arts in Mount Shasta, to ignite interest about the Charter School.
4. **Establish Partnerships with Community Organizations:** The Charter School will explore potential partnerships within the local and regional communities. The Charter School will work with College of the Siskiyous to provide support for our students with co-enrollment, college counseling, FAFSA support and other services.
5. **Social Media and Online Advertising:** The Charter School website has detailed information available for interested parents and community members to visit to learn more about the Charter School.

In addition, the Charter School intends to establish an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

Following the first year of enrollment, the Charter School will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The Charter School budget includes financial resources allocated to outreach efforts.



## **Element 9. ANNUAL FINANCIAL AUDIT**

*Governing Law: The manner in which annual, independent, financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved. Education Code Section 47605.6(b)(5)(I)*

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The School Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

## Element 10. SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
  - (III) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).. Education Code Section 47605.6(b)(5)(J)*

### Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of



policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are available on request at each NU-SCS Learning Center.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

### **Involuntary Removal**

A student may be involuntarily removed from the Charter School by the School Director for the following reason:

- Failure to fulfill the terms of the enrollment contract.

If the School Director determines that the student and his/her parent/guardian have failed to

fulfill the terms of the enrollment contract, the School Director may place the student on a contract to correct the issue for the next thirty (30) calendar days. If the issue has not been corrected at the end of the thirty-day period, the School Director may dismiss the student, subject to the requirements below. If the student has made some progress toward correction the issue, the School Director may choose to extend the contract for an additional period at his/her discretion. If the student and/or the student's parent/guardian does not agree to such a contract, the School Director may immediately dismiss the student, subject to the requirements below.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent or guardian, or the student's educational rights holder of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## **Procedures**

### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
  - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - iii. An act of cyber sexual bullying.
      - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.
  - b) Brandishing a knife at another person.

- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
  - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.



- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Director or designee's concurrence.
  - b) Brandishing a knife at another person.
  - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
  - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the School Director or the School Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Director or designee.

The conference may be omitted if the School Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to

the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## **2. Notice to Parents/Guardians**

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the School Director or School Director's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the School Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **D. Authority to Expel**

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the

student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

### **E. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either

the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 8) The testimony of the support person shall be presented before the testimony of the

complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

- 9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- 10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a

written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **I. Written Notice to Expel**

The School Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The School Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **K. No Right to Appeal**

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

### **L. Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date



of expulsion when the pupil may reapply to the Charter School for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the School Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

#### **O. Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### **P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

##### **1. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

##### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

##### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan,

any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the

hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The School Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter

School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

## **Element 11. EMPLOYEE RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605.6(b)(5)(K)*

Employees of this Charter School will participate in the State Teachers' Retirement System ("STRS"), Public Employees' Retirement System ("PERS"), or federal social security depending upon each individual's eligibility. All certificated employees shall participate in STRS. All non-certificated employees shall participate in PERS and federal social security. The School Director shall ensure that NU-SCS makes all employer contributions as required by STRS, PERS, and federal social security.

## **Element 12. DISPUTE RESOLUTION**

*Governing Law: The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter. Education Code Section 47605.6(b)(5)(L)*

### **Disputes Between the Charter School and the County**

The Charter School and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and School Director of the Charter School, or their respective designees. In the event that the County believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and School Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and School Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and School Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and School Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

### **Internal Disputes**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School’s operations. The Charter School shall also maintain a

Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## **Element 13. ADMISSION POLICY AND PROCEDURES**

*Governing Law: Admission policy and procedures, consistent with subdivision (e). Education Code Section 47605.6(b)(5)(M)*

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the school website, outlining the requirements of Section 47605.6(e)(4).

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student Enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form



5. Proof of minimum age requirements
6. Release of Records<sup>1</sup>
7. Acceptable Use Policy/Google Apps for Education
8. Parent Income Survey form
9. State-mandated Assessment Conference form
10. Oral Health Assessment form
11. Physical Health Exam form

### **Parent/Student Contracts**

Before enrollment, parent/student contracts must be signed by all parents and students indicating they understand the charter school outcomes, philosophy, program, and requirements. Students' continued enrollment will be dependent upon fulfilling the terms of that contract.

### **Public Random Drawing**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Students who reside in the County
3. All other applicants

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Applications will be accepted during an open enrollment window period for enrollment in the following school year. The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. Following the open enrollment period, applications will be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or lottery) as needed at each learning center, or at the main charter office in the spring for enrollment in fall of that year to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing will be given to siblings of enrolled students. Please note, homeless and foster youth are not subject to the lottery process. In the event that a program is full, they move to the top of the waiting list regardless of the lottery results. Applications will still be accepted

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<sup>1</sup>

after the close of the window, but students will be subject to the waiting list if needed.

At the conclusion of the public random drawing, parents notified of an immediate opening for their child must contact the school within two weeks of notification to be admitted to the school. Failure to contact the school will result in the spot being given to the next student on the priority list. All students who were not granted admission to the learning center of their choice due to capacity will be given the option to enroll in the school and then attend a nearby learning center if space is available, or they can put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over into the next school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

## **Element 14. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school. Education Code Section 47605.6(b)(5)(N)*

No student may be required to attend the Charter School. Students who reside within the County who choose not to attend the Charter School may attend school within their school district of residence according to school district policy or at another school district or school within the County through applicable intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

## **Element 15. EMPLOYEE RETURN RIGHTS**

*Governing Law: The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school. Education Code Section 47605.6(b)(5)(O)*

No County employee shall be required to work at the Charter School. Employees of the County who choose to leave the employment of the County to work at the Charter School will have no automatic rights of return to the County after employment by the Charter School unless specifically granted by the County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the County to work in the Charter School that the County may specify, any rights of return to employment in the County after employment in the Charter School that the County may specify, and any other rights upon leaving employment to work in the Charter School that the County determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the County or any other county office of education will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

## **Element 16. CLOSURE PROCEDURES**

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605.6(b)(5)(P)*

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the Siskiyou County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure.

The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## MISCELLANEOUS CHARTER PROVISIONS

### Budgets and Financial Reporting

*Governing Law:* The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605.6(h)

Attached, as Appendix D, please find the following documents:

- Budget narrative
- A projected 2020-2021 budget
- Financial projections and cash flow for 2020-2021, 2021-2022 and 2022-2023

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605.6(m), the SARC, and the LCAP. Specifically, the Charter School shall provide to the County the Attendance Reporting by December 31<sup>st</sup>, April 15<sup>th</sup> and June 30<sup>th</sup> of each school year, and the Board Minutes by the 25<sup>th</sup> of each month.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

### **Administrative Services**

*Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the charter school are to be provided. Education Code Section 47605.6(h)*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time the Charter School may discuss the possibility of purchasing administrative services from the County. If the County is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the County and subject to County availability and willingness to provide such services.

### **Potential Civil Liability Effects**

*Governing Law: The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. Education Code Section 47605.6(h)*

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.



Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks.

Insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **CONCLUSION**

By approving this countywide charter petition, the County will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively, with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five year term from July 1, 2020 through June 30, 2025.



# Northern United - Siskiyou Charter School

## DRAFT - 2020-21 SCHOOL CALENDAR

	180	Total Number of Instructional Days					
School Months	Days Taught	Mon	Tues	Wed	Thurs	Fri	Holidays and Special Notes
August 24, 2020	LP1	24	25	26	27	28	SCHOOL STARTS 8/24/20
to		31	1-Sep	2	3	4	
September 16, 2020		7	8	9	10	11	Labor Day - Sept 7
Instructional Days	19	14	15	16	17	18	
September 21, 2020	LP2	21	22	23	24	25	
to		28	29	30	1-Oct	2	
October 16, 2020		5	6	7	8	9	
Instructional Days	20	12	13	14	15	16	
October 19, 2020	LP3	19	20	21	22	23	
to		26	27	28	29	30	
November 13, 2020		2-Nov	3	4	5	6	
Instructional Days	19	9	10	11	12	13	Veterans Day - Nov 11
November 16, 2020	LP4	16	17	18	19	20	
to		23	24	25	26	27	Thanksgiving Holiday Week - Nov 23-27
December 11, 2020		30	1-Dec	2	3	4	
Instructional Days	15	7	8	9	10	11	P1 Ends 12/11/20 (73)
December 14, 2020	LP5	14	15	16	17	18	Winter Break - Dec 21 - Jan 1
to		21	22	23	24	25	Legal Holiday 12/25/19
January 22, 2021		28	29	30	31	1-Jan	New Year's Day - Jan 1
		4	5	6	7	8	
		11	12	13	14	15	Martin Luther King Day - Jan 18
Instructional Days	19	18	19	20	21	22	SEMESTER 1 ENDS 1/22/21 (92)
January 25, 2021	LP6	25	26	27	28	29	
to		1-Feb	2	3	4	5	
February 19, 2021		8	9	10	11	12	
Instructional Days	15	15	16	17	18	19	Presidents' Holiday Week - Feb 15-19
February 22, 2021	LP7	22	23	24	25	26	
to		1-Mar	2	3	4	5	
March 19, 2021		8	9	10	11	12	
Instructional Days	20	15	16	17	18	19	P2 Ends 3/19/20 (127)
March 22, 2021	LP8	22	23	24	25	26	
to		29	30	31	1-Apr	2	
April 16, 2021		5	6	7	8	9	
Instructional Days	15	12	13	14	15	16	Spring Break - April 12-16
April 19, 2021	LP9	19	20	21	22	23	
to		26	27	28	29	30	
May 14, 2021		3-May	4	5	6	7	
Instructional Days	20	10	11	12	13	14	
May 17, 2021	LP10	17	18	19	20	21	
to		24	25	26	27	28	Memorial Day - May 24
June 10, 2021		31	1-Jun	2	3	4	SEMESTER 2 ENDS 6/10/21 (88)
Instructional Days	18	7	8	9	10	11	LAST DAY OF SCHOOL 6/10/21 (180)

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

**ARTICLE I  
NAME**

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

**ARTICLE II  
PRINCIPAL OFFICE OF THE CORPORATION**

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

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

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

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

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

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

**Section 1:** CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction and definitions in the California Nonprofit Corporation

Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

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

## **ARTICLE VI CORPORATION WITHOUT MEMBERS**

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

## **ARTICLE VII BOARD OF DIRECTORS**

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

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

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

California.

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

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

The Board will seek to have two (2) representatives from Northern United - Siskiyou Charter School and two (2) representatives from Northern United - Humboldt Charter School, who shall be community members and/or family members of a student attending these schools. In order to secure proportional representation, the fifth board member shall be appointed from the county with the Northern United charter school with the highest student enrollment at the time of appointment. If a member is not found in a reasonable time, vacancy may be filled from either county by board action. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities, or public relations. The School Director shall not serve on the Board and shall not vote in Board elections.

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

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

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

**Section 7: USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** If more people have

been nominated for director than can be elected, no corporate funds may be expended to support a nominee without the Board's authorization.

**Section 8: EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

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

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

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

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

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

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

and provisions of the Brown Act. Board Members shall be required to physically attend all board meetings at either the one Humboldt location or the one Siskiyou location. Locations will be identified in the notice and agenda of the meeting.

**Section 15: MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

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

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

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

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

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

**Section 19: QUORUM.** A majority of the directors then in office shall constitute a quorum. All

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

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

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

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

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

**Section 23: CREATION AND POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the

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

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



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

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

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

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

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

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

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

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

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

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

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

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

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

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

**Section 8:** PRESIDENT. The President, also known as the School Director shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement,

or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

**Section 9: SECRETARY.** The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

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

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

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

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

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

## **ARTICLE IX CONTRACTS WITH DIRECTORS**

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

have a material financial interest).

## **ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

**Section 1:** CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

## **ARTICLE XI LOANS TO DIRECTORS AND OFFICERS**

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

## **ARTICLE XII INDEMNIFICATION**

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

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

## **ARTICLE XIII INSURANCE**

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

## **ARTICLE XIV**

## **MAINTENANCE OF CORPORATE RECORDS**

- Section 1:** MAINTENANCE OF CORPORATE RECORDS. The Corporation shall keep:
- a. Adequate and correct books and records of account;
  - b. Written minutes of the proceedings of the Board and committees of the Board; and
  - c. Such reports and records as required by law.

## **ARTICLE XV INSPECTION RIGHTS**

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

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

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

## **ARTICLE XVI REQUIRED REPORTS**

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

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;

- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

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

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

## **ARTICLE XVII BYLAW AMENDMENTS**

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

## **ARTICLE XVIII FISCAL YEAR**

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

## CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Northern United Charter Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of the Corporation as adopted by the Board of Directors on \_\_\_\_\_; and that these bylaws have not been amended or modified since that date.

Executed on April 9, 2019 at Eureka, California.

Cynda Speck

Lynda Speck, Secretary

**NORTHERN UNITED CHARTER SCHOOLS****CONFLICT OF INTEREST CODE****I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Northern United Charter Schools hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Northern United Charter Schools (“Charter School”), as specifically required by California Government Code Section 87300.

**II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

**III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

**IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

**V. DISQUALIFICATION**



No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the School Director, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

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

## **EXHIBIT A**

### **Designated Positions**

<b><u>Designated Position</u></b>	<b><u>Assigned Disclosure Category</u></b>
Members of the Governing Board	1, 2
School Director	1, 2
Business Manager/CBO	1, 2
Consultants/New Positions	*

\*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The School Director may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The School Director determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

## **EXHIBIT B**

### **Disclosure Categories**

#### **Category 1**

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
  - of any authorizer that has authorized a school operated by Northern United Charter Schools, or
  - of any facility utilized by a school operated by Northern United Charter Schools, or
  - of a proposed site for a Northern United Charter Schools facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

#### **Category 2**

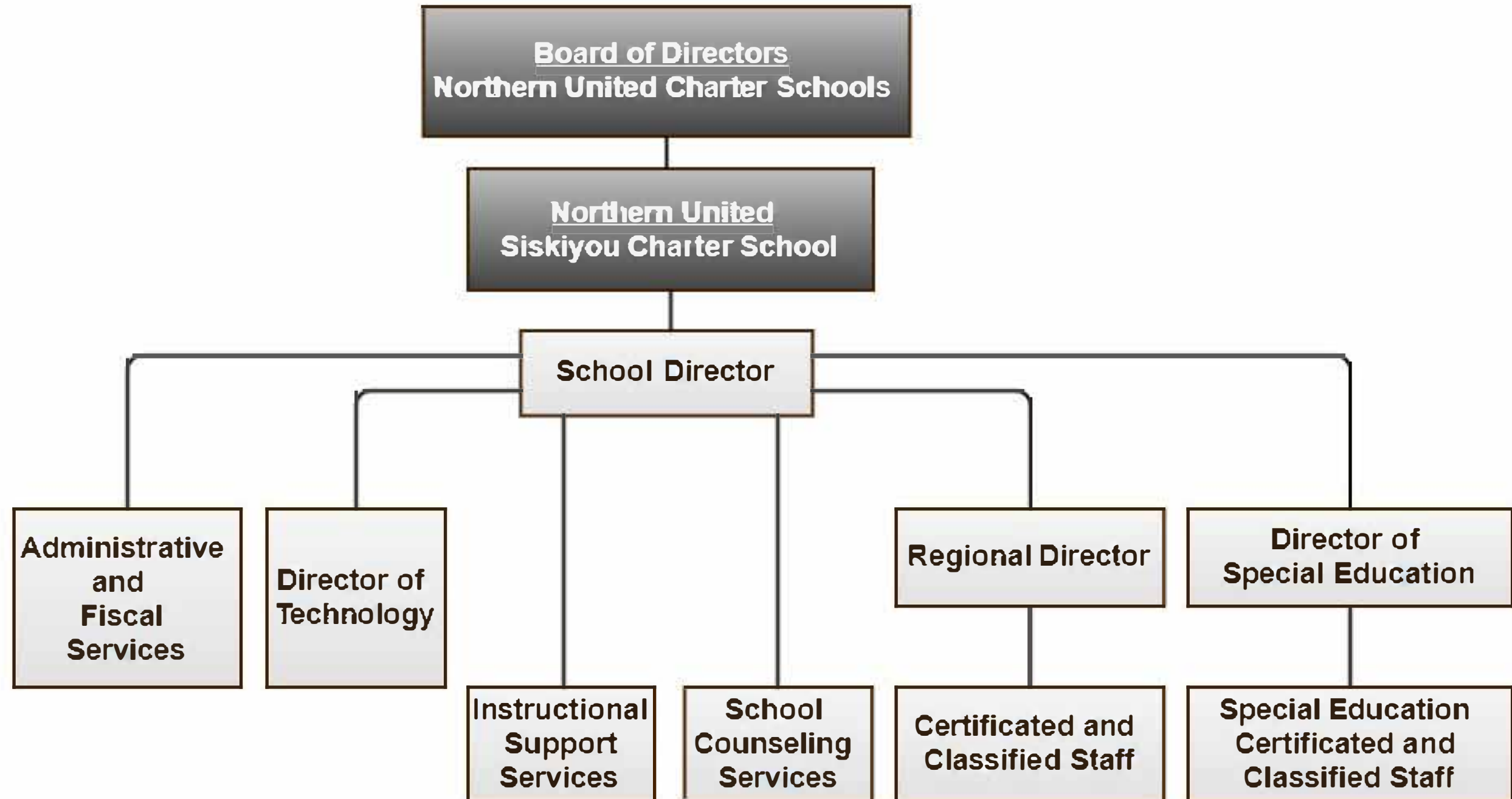
Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Northern United Charter Schools.

#### **Category 3**

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.



## ***Northern United – Siskiyou Charter School Budget Estimates***

The attached budget is based on conservative estimates of the actual costs to implement Northern United – Siskiyou Charter School (NU-SCS) program as described in the charter petition. Assumptions that are being used to create the analysis are based on Mattole Valley Charter School historical financial data, our first year of actual operation and future estimates for Siskiyou County enrollments. In order to be conservative, the enrollment projections are based on year-over-year enrollment, with kindergarten maintaining a flat enrollment, and do not take into consideration historical trends of increases in enrollment within the 9<sup>th</sup> through 12<sup>th</sup> grades.

### ***Revenues***

Enrollment assumptions are found below. Average daily attendance has been projected at 90% for all three years, with an unduplicated count averaging 74% for all grade spans for each year based on historical enrollment data.

<b>GRADE LEVEL</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>K-3</b>	21	19	25
<b>4-6</b>	27	26	20
<b>7-8</b>	23	24	21
<b>9-12</b>	78	81	75
<b>TOTAL</b>	<b>149<sup>1</sup></b>	<b>150<sup>1</sup></b>	<b>141<sup>2</sup></b>

<sup>1</sup> Based on SCOE 2019-2020 budget adoption projections.

<sup>2</sup> Based on NU-SCS internal projections using year-over-year enrollment (elementary) and historical data (high school).

NU-SCS is using the Local Control Funding Formula to drive the general-purpose entitlements. To determine the amount of funding NU-SCS will receive, we used the 2019-2020 budget adoption LCFF calculator for FY 2020-2021 and FY 2021-2022. This covers state aid, EPA funding, and property taxes in-lieu of. Education Protection Account funding is currently projected at \$200 per ADA for the first year. Property Taxes in-lieu of is currently projected at \$31.88 per ADA for each year.

Northern United - Siskiyou Charter School will also be receiving federal revenues through NCLB entitlements. Title I, Part A revenue is estimated to be \$37,055. Title II, Part A is estimated to be \$5,254.

### ***Special Education Services***

Northern United - Siskiyou Charter School is part of the Siskiyou County SELPA and will receive funding based on SELPA policy. Through Special Education State Aide (AB602) and Special Education Extraordinary Cost Pool, Northern United - Siskiyou Charter School is estimated to be \$16,864.

NU-SCS will receive State Lottery revenues and Mandated Cost Reimbursements. Lottery revenues for 2020-2021 through 2022-2023 will be projected at \$151 per ADA for unrestricted and \$53 per ADA for restricted. For the 2020-2021 through the 2022-2023 fiscal years,

Mandated Cost Reimbursements are projected based on \$17.86 and \$18.42 per K-8 ADA and \$49.63 and \$51.20 per 9-12 ADA, respectively. These projections also come from the most recent School Services of California Financial Projection Dartboard. All revenues are from state and/or federal sources and follow published schedules and estimates.

### ***Reserve and Carry Over from Mattole Valley Charter School***

Northern United – Siskiyou Charter School received a start-up fund of \$429,979 from Mattole Valley Charter School. The funds were transferred to Northern United - Siskiyou Charter School based on Siskiyou student enrollment during the 2017-2018 fiscal school year. After the final closeout of Mattole Valley Charter School, additional funds will be transferred to Northern United - Siskiyou Charter School. This amount is estimated to be \$327,735.50.

### ***Expenses***

As with revenues, expense assumptions are based on 2019-2020 budget adoption and future estimates have been increased allowing for inflation. Below is a summary of the major expense categories and the underlying assumptions.

### ***Salaries and Benefits***

Salaries for certificated and classified employees are based on Northern United - Siskiyou Charter School's current pay schedule. Salaries will increase when the budget supports an increase; however, for the purposes of this budget summary, salaries increase based on the current salary schedule. NU-SCS will offer health benefits for all full-time employees. The capped cost of health benefits to the employer is \$12,368 per enrolled employee. NU-SCS participates in STRS and PERS with the state recommended increases budgeted for all years. All classified employees will participate in Social Security and Medicare.

### ***Staffing***

NU-SCS currently employs 12.435 FTE certificated staff and 5.972 FTE classified staff. Administration and Business staff also work with other NU-SCS schools. The following page contains a table of all staff and their FTE equivalent for NU-SCS for fiscal year 2019-2020.

<b>NU-SCS Certificated</b>	<b>FTE</b>	<b>NU-SCS Classified</b>	<b>FTE</b>
Teacher	8.475	Small Group Instructor	1.4
Special Ed Teacher	1.0	One-On-One Tutor	.625
Learning Record Coordinator	.5	Payroll/Business/CalPads Coordinator	1.0
Regional Director	.6	Record Technician	.771
School Director/Super	.2	Registrar	.3
Director of Special Education	.3	Chief Business Official	.1
Counselor	1.0	Personnel	.1

Cert. Small Group Instructor	.36	Counseling Technician	.2
		Director of Technology	.2
		Custodian	.526
		Administrative Assistant	.75
<b>Total Certificated</b>	<b>12.435</b>	<b>Total Classified</b>	<b>5.972</b>

### ***Instructional Support and Related Expenses***

NU-SCS is budgeting \$423,000 for books, supplies, technology, contracted services and professional services for fiscal year 2020-2021, with slight increases for fiscal years 2021-2022 and 2022-2023. Major expenses are summarized below:

- \$5,000 - Textbooks
- \$5,000 - Materials & Supplies
- \$1,000 - Technology
- \$412,000 - Contracted Services/Support (includes professional services invoiced to NU-SCS)

NU-SCS will lease its current facilities for the term of the charter with budgeted increases according to the lease each year.

Costs for utilities, janitorial services and repairs have been projected based on historical actuals. Insurance is projected at \$128 per student based on current rates from CharterSafe JPA.

NU-SCS will pay 1% of LCFF revenues to the Siskiyou County of Education for oversight. NU-SCS recognizes that at times 1% does not account for all the services that the County Office might provide.

### ***Contingencies, Reserves and Cash Flow***

NU-SCS has taken a conservative approach to the budgeted expenses. If the state revenues increase above current projections, additional spending will be considered in future years. NU-SCS will maintain a minimum of a 10% cash reserve, twice the state required minimum, throughout the term of the charter. This cash on hand provides cash flow sufficient to allow a contingency plan against unanticipated events like state revenue deferrals.

## Northern United - Siskiyou Charter School

### Multiyear Budget Summary

	2020-2021	2021-2022	2022-2023
	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>REVENUES</b>			
Carry-Over	\$663,426	\$564,336	\$481,662
(LCFF) State Aid	\$1,472,018	\$1,532,179	\$1,532,179
Eduction Protection Account	\$26,998	\$27,180	\$27,180
Charter Schools in-Lieu of Property Taxes	\$4,303	\$4,303	\$4,303
Lottery (Unrestricted - Restricted)	\$30,843	\$31,000	\$29,187
Madated Cost Reimbursement	\$4,999	\$5,252	\$5,056
Title I, Part A, Basic	\$37,055	\$37,055	\$37,055
Title II, Part A, Supporting Effective Instruction	\$5,254	\$5,254	\$5,254
Interest	\$1,408	\$1,408	\$1,408
Transfer from County Office	\$16,864	\$16,864	\$16,864
	<b>\$2,263,168</b>	<b>\$2,224,831</b>	<b>\$2,140,148</b>
<b>EXPENDITURES and OTHER FINANCING</b>			
Certificated Salaries	\$631,597	\$647,597	\$663,597
Classified Salaries	\$100,586	\$101,592	\$102,608
Employee Benefits - All	\$320,154	\$328,169	\$332,628
Books and Supplies	\$14,900	\$15,050	\$15,205
Services and Other Operating	\$631,595	\$650,762	\$666,315
	<b>\$1,698,832</b>	<b>\$1,743,170</b>	<b>\$1,780,351</b>
<b>Ending Fund Balance</b>	<b>\$564,336</b>	<b>\$481,662</b>	<b>\$359,797</b>



## Northern United - Siskiyou Charter School

### Multiyear Revenue Summary

	2020-2021	2021-2022	2022-2023
	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>LCFF Entitlement</b>			
8011 Charter Schools LCFF - State Aid	\$1,472,018	\$1,532,179	\$1,532,179
8012 Education Protection Account Entitlement	\$26,998	\$27,180	\$27,180
8096 Charter Schools in-Lieu of Property Taxes	\$4,303	\$4,303	\$4,303
<b>SUBTOTAL - LCFF Entitlement</b>	<b>\$1,503,319</b>	<b>\$1,563,662</b>	<b>\$1,563,662</b>
<b>Federal Revenue</b>			
8290 Title I, Part A, Basic	\$37,055	\$37,055	\$37,055
8290 Title II, Part A, Supporting Effective Instruction	\$5,254	\$5,254	\$5,254
<b>SUBTOTAL - Federal Income</b>	<b>\$42,309</b>	<b>\$42,309</b>	<b>\$42,309</b>
<b>Other State Revenues</b>			
8550 Mandated Costs Reimbursement	\$4,999	\$5,252	\$5,056
8560 Lottery (Unrestricted - Restricted)	\$30,843	\$31,000	\$29,187
8590 All Other State Revenue	\$27,954	\$27,954	\$27,954
<b>SUBTOTAL - State Revenues</b>	<b>\$63,796</b>	<b>\$64,206</b>	<b>\$62,197</b>
<b>Other Local Revenue</b>			
8660 Interest	\$1,408	\$1,408	\$1,408
8792 Transfer from County Office	\$16,864	\$16,864	\$16,864
<b>SUBTOTAL - Contribution</b>	<b>\$18,272</b>	<b>\$18,272</b>	<b>\$18,272</b>
<b>TOTAL REVENUE</b>	<b>\$1,627,696</b>	<b>\$1,688,449</b>	<b>\$1,686,440</b>

## Northern United - Siskiyou Charter School

### Multiyear Expenditure Summary

	2020-2021	2021-2022	2022-2023
	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>Certificated Salaries</b>			
1100 Teacher Salaries	\$515,597	\$527,597	\$539,597
1104 Special Education Teacher	\$52,800	\$54,800	\$56,800
1200 Certificated Pupil Support	\$63,200	\$65,200	\$67,200
<b>SUBTOTAL - Certificated Salaries</b>	<b>\$631,597</b>	<b>\$647,597</b>	<b>\$663,597</b>
<b>Classified Salaries</b>			
2214 Custodian	\$9,195	\$9,287	\$9,380
2402 Account Technician	\$40,974	\$41,384	\$41,798
2403 Clerical Technician	\$46,517	\$46,982	\$47,452
2900 Other Classified Salaries - Regular	\$3,900	\$3,939	\$3,978
<b>SUBTOTAL - Classified Salaries</b>	<b>\$100,586</b>	<b>\$101,592</b>	<b>\$102,608</b>
<b>Employee Benefits</b>			
3101 STRS - Certificated	\$116,214	\$117,215	\$120,111
3202 PERS - Classified	\$18,508	\$24,992	\$26,062
3312 Social Security - Classified	\$6,236	\$6,299	\$6,362
3331 Medicare - Certificated	\$9,136	\$9,390	\$9,622
3332 Medicare - Classified	\$1,458	\$1,473	\$1,488
3411 Health & Welfare Benefits - Certificated	\$123,680	\$123,680	\$123,680
3412 Health & Welfare Benefits - Classified	\$37,104	\$37,104	\$37,104
3501 State Unemployment Insurance - Certificated	\$315	\$324	\$332
3502 State Unemployment Insurance - Classified	\$50	\$51	\$51
3601 Workers' Compensation - Certificated	\$6,427	\$6,605	\$6,769
3602 Workers' Compensation - Classified	\$1,026	\$1,036	\$1,047
<b>SUBTOTAL - Employee Benefits</b>	<b>\$320,154</b>	<b>\$328,169</b>	<b>\$332,628</b>

## Northern United - Siskiyou Charter School

### Multiyear Expenditure Summary

	2020-2021	2021-2022	2022-2023
	Preliminary	Preliminary	Preliminary
	Budget	Budget	Budget
<b>Books &amp; Supplies</b>			
4100 Text Books	\$5,000	\$5,150	\$5,305
4300 Material & Supplies	\$5,000	\$5,000	\$5,000
4374 Custodial Supplies	\$2,000	\$2,000	\$2,000
4392 Medical Supplies	\$200	\$200	\$200
4393 Workshop Refreshments	\$200	\$200	\$200
4400 Computers/Software/Other Technology	\$1,000	\$1,000	\$1,000
4710 Food	\$1,500	\$1,500	\$1,500
<b>SUBTOTAL - Book &amp; Supplies</b>	<b>\$14,900</b>	<b>\$15,050</b>	<b>\$15,205</b>
<b>Services &amp; Other Operating Expenses</b>			
5200 Travel & Conference	\$8,700	\$8,700	\$8,700
5261 Bus Tickets For Students	\$1,400	\$1,400	\$1,400
5300 Dues & Memberships	\$1,500	\$1,500	\$1,500
5400 Other Insurance	\$19,570	\$20,157	\$20,762
5500 Utilites & Housekeeping Services	\$1,500	\$1,575	\$1,654
5510 Heating Fuel	\$2,500	\$2,575	\$2,652
5520 Electricity Services	\$12,190	\$12,556	\$13,932
5530 Water Services	\$1,030	\$1,061	\$1,093
5565 Hazardous Waste Disposal	\$1,030	\$1,061	\$1,093
5612 Rentals and Leases - Buildings/Equipment	\$131,785	\$132,079	\$132,381
5637 Maintenance Agreements	\$3,950	\$4,150	\$4,358
5800 Contracted Services/Support	\$412,000	\$429,060	\$441,482
5822 Audit Fees	\$13,000	\$13,000	\$13,000
5823 Legal Fees	\$1,500	\$1,500	\$1,500
5861 Fingerprinting	\$250	\$250	\$250
5881 Other Charges/Fees (1% of general revenue)	\$11,288	\$11,288	\$11,288
5884 License, Permit, Use Fee, TX	\$200	\$200	\$200
5909 Telephone/Communications	\$4,352	\$4,500	\$4,720
5922 Telephone Lines - Technology	\$3,200	\$3,500	\$3,700
5950 Postage	\$650	\$650	\$650
<b>SUBTOTAL - Services &amp; Other Operating Expenses</b>	<b>\$631,595</b>	<b>\$650,762</b>	<b>\$666,315</b>
<b>TOTAL EXPENSES (1000's - 5000's)</b>	<b>\$1,698,832</b>	<b>\$1,743,170</b>	<b>\$1,780,351</b>

## Cash Flow Projection

Fiscal Year 2020/2021

### Northern United - Humboldt Charter School

Preliminary Cash Flow	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Budgeted	Variance
	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	(Sum of July thru June +Accruals+Adjustments)	(CB)	(Budgeted - Total)
<b>BEGINNING CASH CARRY-OVER REVENUES</b>	\$663,426	\$606,181	\$548,936	\$557,321	\$558,956	\$560,592	\$568,977	\$570,613	\$572,248	\$580,634	\$582,269	\$583,905			
*State Aid	\$73,600.90	\$73,600.90	\$132,481.62	\$132,481.62	\$132,481.62	\$132,481.62	\$132,481.62	\$132,481.60	\$132,482	\$132,482	\$132,482	\$132,482	\$1,472,018	\$1,472,018	\$0
Education Protection Account Entitlement			\$6,750			\$6,750			\$6,750			\$6,750	\$26,998	\$26,998	\$0
*Charter Schools in-Lieu of Property Taxes	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$4,303	\$4,303	\$0
*Title I, Part A, Basic	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$37,055	\$37,055	\$0
*Title II, Part A, Supporting Effective Instruction	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$5,254	\$5,254	\$0
*Mandated Costs Reimbursement	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$4,999	\$4,999	\$0
*Lottery (Unrestricted - Restricted)	\$2,570	\$2,570	\$2,570	\$2,570	\$2,570	\$2,570	\$2,570	\$2,570	\$2,570	\$2,570	\$2,570	\$2,570	\$30,843	\$30,843	\$0
*All Other State Revenue	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$27,954	\$27,954	\$0
*Interest	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$1,408	\$1,408	\$0
*Transfer from County Office	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$16,864	\$16,864	\$0
<b>Total Revenue</b>	<b>\$747,750</b>	<b>\$84,324</b>	<b>\$149,954</b>	<b>\$143,205</b>	<b>\$143,205</b>	<b>\$149,954</b>	<b>\$143,205</b>	<b>\$143,205</b>	<b>\$149,955</b>	<b>\$143,205</b>	<b>\$143,205</b>	<b>\$149,955</b>	<b>\$1,627,696</b>	<b>\$1,627,696</b>	<b>\$0</b>
<b>EXPENSES</b>															
*Certificated Salaries	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$631,597	\$631,597	\$0
*Classified Salaries	\$8,382	\$8,382	\$8,382	\$8,382	\$8,382	\$8,382	\$8,382	\$8,382	\$8,382	\$8,382	\$8,382	\$8,382	\$100,586	\$100,586	\$0
*Employee Benefits	\$26,680	\$26,680	\$26,680	\$26,680	\$26,680	\$26,680	\$26,680	\$26,680	\$26,680	\$26,680	\$26,680	\$26,680	\$320,154	\$320,154	\$0
*Books and Supplies	\$1,242	\$1,242	\$1,242	\$1,242	\$1,242	\$1,242	\$1,242	\$1,242	\$1,242	\$1,242	\$1,242	\$1,242	\$14,900	\$14,900	\$0
*Services & Other Operating	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$631,595	\$631,595	\$0
<b>Total Expenses</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$141,569</b>	<b>\$1,698,832</b>	<b>\$1,698,832</b>	<b>\$0</b>
<b>OPERATING CASH INFLOW (OUTFLOW)</b>	<b>\$606,181</b>	<b>-\$57,245</b>	<b>\$8,385</b>	<b>\$1,636</b>	<b>\$1,636</b>	<b>\$8,385</b>	<b>\$1,636</b>	<b>\$1,636</b>	<b>\$8,385</b>	<b>\$1,636</b>	<b>\$1,635</b>	<b>\$8,385</b>	<b>-\$71,136</b>		
<b>MONTHLY ENDING CASH BALANCE</b>	<b>\$606,181</b>	<b>\$548,936</b>	<b>\$557,321</b>	<b>\$558,956</b>	<b>\$560,592</b>	<b>\$568,977</b>	<b>\$570,613</b>	<b>\$572,248</b>	<b>\$580,634</b>	<b>\$582,269</b>	<b>\$583,905</b>	<b>\$592,290</b>	<b>-\$71,136</b>	<b>-\$71,136</b>	<b>\$0</b>

**Please Note:**

\* For the purpose of this cash flow projection, asterisk items have been projected as equal monthly expenses, however, historically these expenditures are found to be lower in the months of July and August.

## Cash Flow Projection

Fiscal Year 2021/2022

### Northern United - Humboldt Charter School

Preliminary Cash Flow	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Budgeted	Variance
	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	(Sum of July thru June +Accruals+Adjustments)	(CB)	(Budgeted - Total)
BEGINNING CASH CARRY-OVER REVENUES	\$564,336	\$508,036	\$451,735	\$463,517	\$468,503	\$473,490	\$485,272	\$490,259	\$495,245	\$507,027	\$512,014	\$517,001			
*State Aid	\$76,609	\$76,609	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$1,532,179	\$1,532,179	\$0
Education Protection Account Entitlement			\$6,795			\$6,795			\$6,795			\$6,795	\$27,180	\$27,180	\$0
*Charter Schools in-Lieu of Property Taxes	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$4,303	\$4,303	\$0
*Title I, Part A, Basic	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$37,055	\$37,055	\$0
*Title II, Part A, Supporting Effective Instruction	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$5,254	\$5,254	\$0
*Mandated Costs Reimbursement	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$5,252	\$5,252	\$0
*Lottery (Unrestricted - Restricted)	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$2,583	\$31,000	\$31,000	\$0
*All Other State Revenue	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$27,954	\$27,954	\$0
*Interest	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$1,408	\$1,408	\$0
*Transfer from County Office	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$16,864	\$16,864	\$0
Total Revenue	\$651,702	\$87,366	\$155,449	\$148,654	\$148,654	\$155,449	\$148,654	\$148,654	\$155,449	\$148,654	\$148,654	\$155,449	\$1,688,449	\$1,688,449	\$0
EXPENSES															
*Certificated Salaries	\$53,966	\$53,966	\$53,966	\$53,966	\$53,966	\$53,966	\$53,966	\$53,966	\$53,966	\$53,966	\$53,966	\$53,966	\$647,597	\$647,597	\$0
*Classified Salaries	\$8,466	\$8,466	\$8,466	\$8,466	\$8,466	\$8,466	\$8,466	\$8,466	\$8,466	\$8,466	\$8,466	\$8,466	\$101,592	\$101,592	\$0
*Employee Benefits	\$27,347	\$27,347	\$27,347	\$27,347	\$27,347	\$27,347	\$27,347	\$27,347	\$27,347	\$27,347	\$27,347	\$27,347	\$328,169	\$328,169	\$0
*Books and Supplies	\$1,254	\$1,254	\$1,254	\$1,254	\$1,254	\$1,254	\$1,254	\$1,254	\$1,254	\$1,254	\$1,254	\$1,254	\$15,050	\$15,050	\$0
*Services & Other Operating	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$52,633	\$631,595	\$631,595	\$0
Total Expenses	\$143,667	\$143,667	\$143,667	\$143,667	\$143,667	\$143,667	\$143,667	\$143,667	\$143,667	\$143,667	\$143,667	\$143,667	\$1,724,003	\$1,724,003	\$0
OPERATING CASH INFLOW (OUTFLOW)	\$508,036	-\$56,300	\$11,782	\$4,987	\$4,987	\$11,782	\$4,987	\$4,987	\$11,782	\$4,987	\$4,987	\$11,782	-\$35,553		
MONTHLY ENDING CASH BALANCE	\$508,036	\$451,735	\$463,517	\$468,503	\$473,490	\$485,272	\$490,259	\$495,245	\$507,027	\$512,014	\$517,001	\$528,782	-\$35,553	-\$35,554	\$0

**Please Note:**

\* For the purpose of this cash flow projection, asterisk items have been projected as equal monthly expenses, however, historically these expenditures are found to be lower in the months of July and August.

Cash Flow Projection

Fiscal Year 2022/2023

Northern United - Humboldt Charter School

Preliminary Cash Flow	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Budgeted	Variance
	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget	(Sum of July thru June +Accruals+Adjustments)	(CB)	(Budgeted - Total)
<b>BEGINNING CASH CARRY-OVER</b>	\$481,662														
<b>REVENUES</b>															
*State Aid	\$76,609	\$76,609	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$137,896	\$1,532,179	\$1,532,179	\$0
Education Protection Account Entitlement			\$6,795			\$6,795			\$6,795			\$6,795	\$27,180	\$27,180	\$0
*Charter Schools in-Lieu of Property Taxes	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$359	\$4,303	\$4,303	\$0
*Title I, Part A, Basic	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$3,088	\$37,055	\$37,055	\$0
*Title II, Part A, Supporting Effective Instruction	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$438	\$5,254	\$5,254	\$0
*Mandated Costs Reimbursement	\$421	\$421	\$421	\$421	\$421	\$421	\$421	\$421	\$421	\$421	\$421	\$421	\$5,056	\$5,056	\$0
*Lottery (Unrestricted - Restricted)	\$2,432	\$2,432	\$2,432	\$2,432	\$2,432	\$2,432	\$2,432	\$2,432	\$2,432	\$2,432	\$2,432	\$2,432	\$29,187	\$29,187	\$0
*All Other State Revenue	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$2,330	\$27,954	\$27,954	\$0
*Interest	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$117	\$1,408	\$1,408	\$0
*Transfer from County Office	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$16,864	\$16,864	\$0
<b>Total Revenue</b>	<b>\$568,861</b>	<b>\$87,199</b>	<b>\$155,281</b>	<b>\$148,486</b>	<b>\$148,486</b>	<b>\$155,281</b>	<b>\$148,486</b>	<b>\$148,486</b>	<b>\$155,281</b>	<b>\$148,486</b>	<b>\$148,486</b>	<b>\$155,281</b>	<b>\$1,686,440</b>	<b>\$1,686,440</b>	<b>\$0</b>
<b>EXPENSES</b>															
*Certificated Salaries	\$55,300	\$55,300	\$55,300	\$55,300	\$55,300	\$55,300	\$55,300	\$55,300	\$55,300	\$55,300	\$55,300	\$55,300	\$663,597	\$663,597	\$0
*Classified Salaries	\$8,551	\$8,551	\$8,551	\$8,551	\$8,551	\$8,551	\$8,551	\$8,551	\$8,551	\$8,551	\$8,551	\$8,551	\$102,608	\$102,608	\$0
*Employee Benefits	\$27,719	\$27,719	\$27,719	\$27,719	\$27,719	\$27,719	\$27,719	\$27,719	\$27,719	\$27,719	\$27,719	\$27,719	\$332,628	\$332,628	\$0
*Books and Supplies	\$1,267	\$1,267	\$1,267	\$1,267	\$1,267	\$1,267	\$1,267	\$1,267	\$1,267	\$1,267	\$1,267	\$1,267	\$15,205	\$15,205	\$0
*Services & Other Operating	\$55,526	\$55,526	\$55,526	\$55,526	\$55,526	\$55,526	\$55,526	\$55,526	\$55,526	\$55,526	\$55,526	\$55,526	\$666,315	\$666,315	\$0
<b>Total Expenses</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$148,363</b>	<b>\$1,780,352</b>	<b>\$1,780,352</b>	<b>\$0</b>
<b>OPERATING CASH INFLOW (OUTFLOW)</b>	<b>\$420,498</b>	<b>-\$61,164</b>	<b>\$6,919</b>	<b>\$124</b>	<b>\$124</b>	<b>\$6,919</b>	<b>\$124</b>	<b>\$124</b>	<b>\$6,919</b>	<b>\$124</b>	<b>\$124</b>	<b>\$6,919</b>	<b>-\$93,912</b>		
<b>MONTHLY ENDING CASH BALANCE</b>	<b>\$420,498</b>	<b>\$359,335</b>	<b>\$366,253</b>	<b>\$366,377</b>	<b>\$366,500</b>	<b>\$373,419</b>	<b>\$373,542</b>	<b>\$373,666</b>	<b>\$380,585</b>	<b>\$380,708</b>	<b>\$380,832</b>	<b>\$387,750</b>	<b>-\$93,912</b>	<b>-\$93,912</b>	<b>\$0</b>

Please Note:

\* For the purpose of this cash flow projection, asterisk items have been projected as equal monthly expenses, however, historically these expenditures are found to be lower in the months of July and August.

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United – Siskiyou Charter School

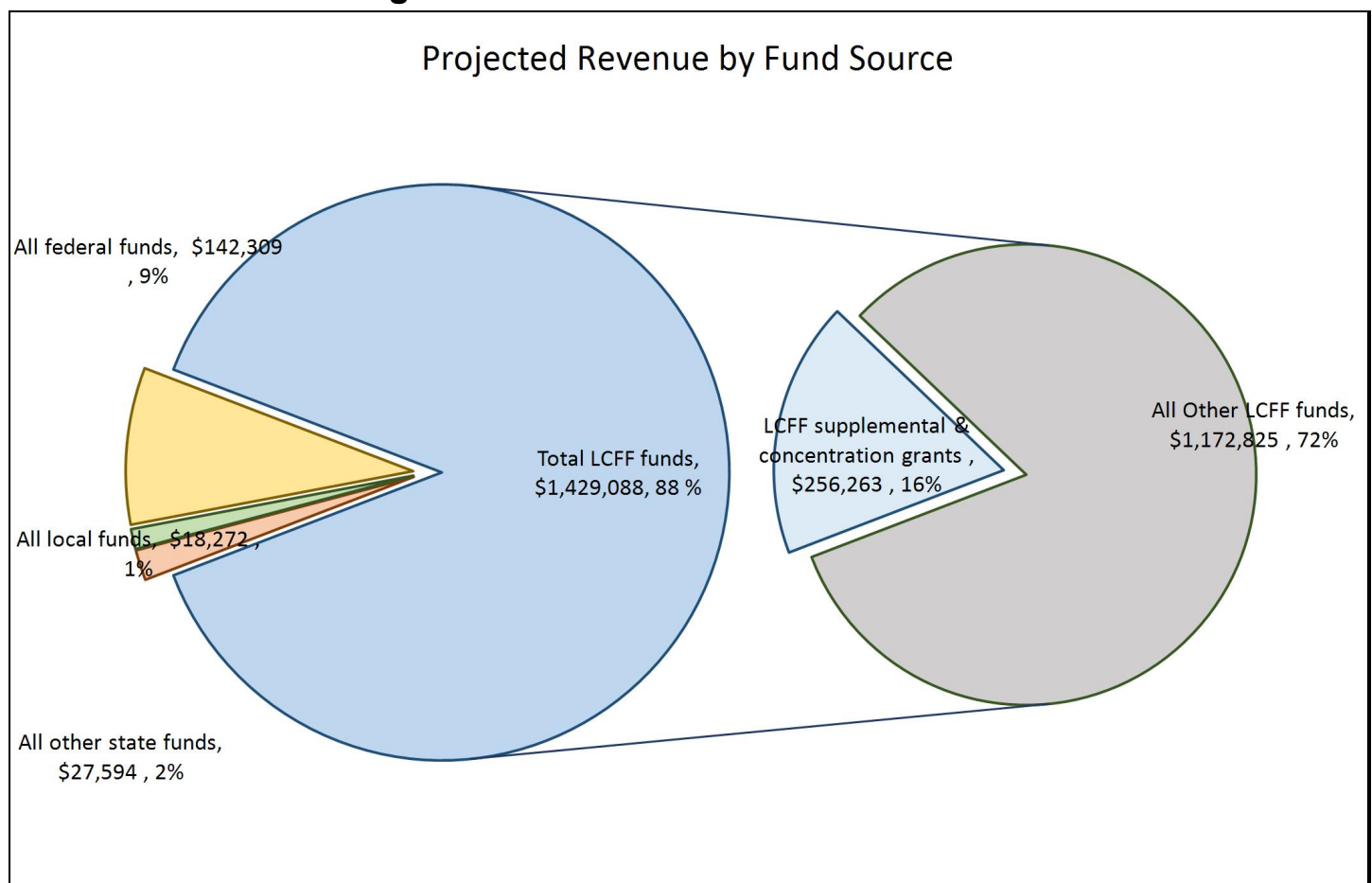
CDS Code: 4710470 0137372

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Shari Lovett, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2019-20 LCAP Year

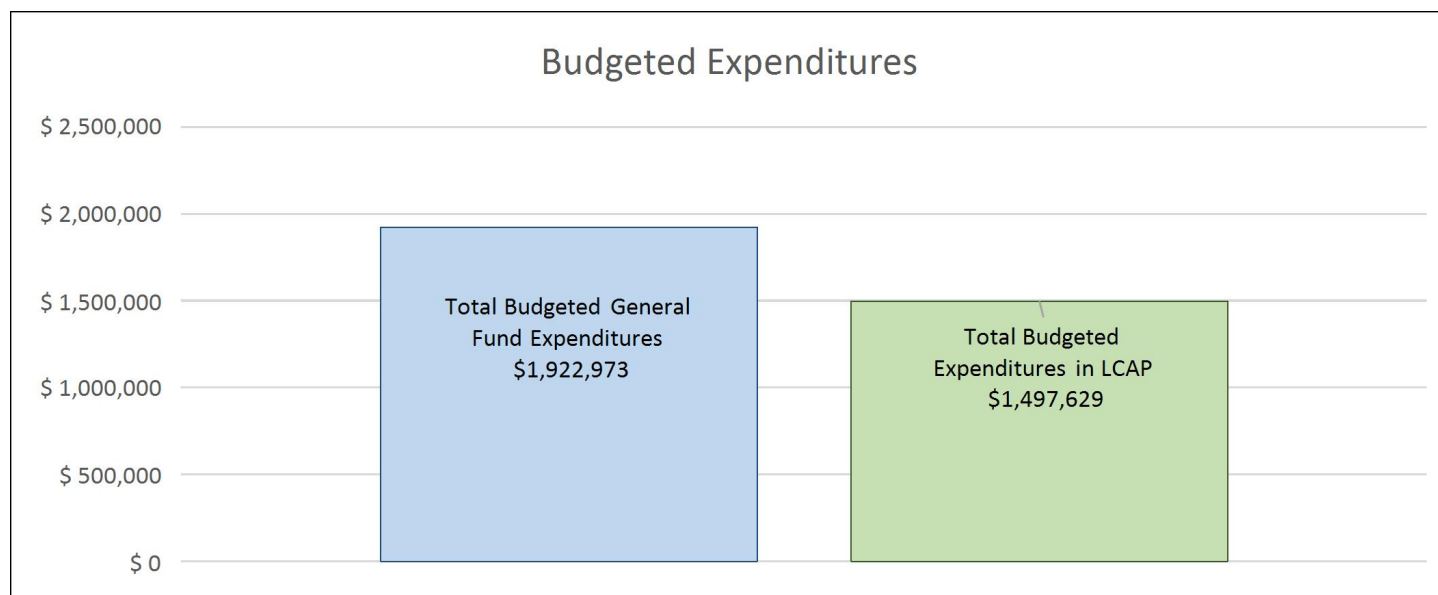


This chart shows the total general purpose revenue Northern United – Siskiyou Charter School expects to receive in the coming year from all sources.

The total revenue projected for Northern United – Siskiyou Charter School is \$1,617,263, of which \$1,429,088 is Local Control Funding Formula (LCFF), \$27,594 is other state funds, \$18,272 is local funds, and \$142,309 is federal funds. Of the \$1,429,088 in LCFF Funds, \$256,263 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Northern United – Siskiyou Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Northern United – Siskiyou Charter School plans to spend \$1,922,972.53 for the 2019-20 school year. Of that amount, \$1,497,629.34 is tied to actions/services in the LCAP and \$425,343.19 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Audit fees, legal fees, advertisement, fingerprinting fees, postage, certificated supervisors, liability insurance, telephone communications, telephone lines/technology, heating fuel, electricity, waste disposal, hazardous waste, coordinators, account technicians, clerical technicians, benefits, dues and membership fees, copier leases, business services fee, authorizing fee, nursing services

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Northern United – Siskiyou Charter School is projecting it will receive \$256,263 based on the enrollment of foster youth, English learner, and low-income students. Northern United – Siskiyou Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Northern United – Siskiyou Charter School plans to spend \$115,798.20 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

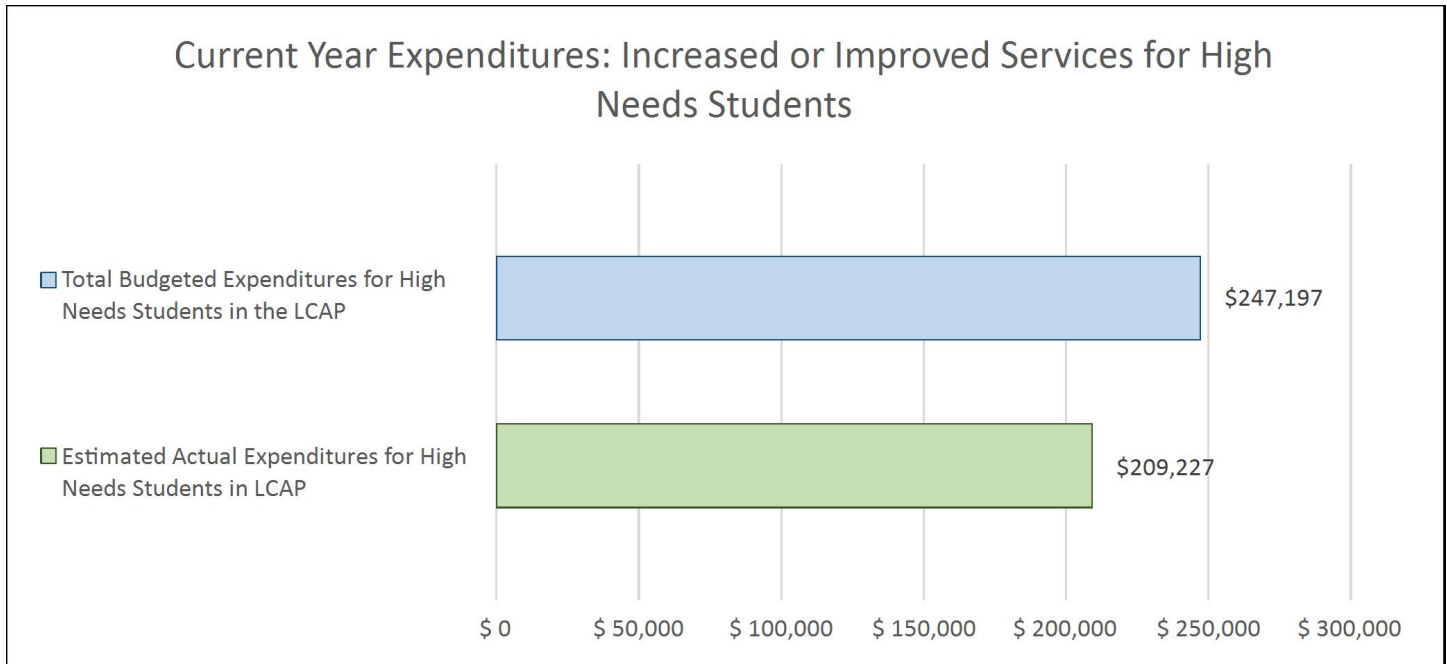
Northern United - Siskiyou Charter School received the Planning and Implementation Grant as part of the Public Charter School Grant Program. This grant award is a total of \$575,000. During the 18-19 school year, \$102,313 of this money was expended and the remainder will be expended in the 19-20 school year. We are able to increase and improve services for high needs students due to these increased revenues. This grant money allows us to increase and improve services more than would be allowable by just using supplemental/concentration dollars. Though this is what is currently budgeted, NU-SCS may revise the budgeted expenditures as needed.





# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Northern United – Siskiyou Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northern United – Siskiyou Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Northern United – Siskiyou Charter School's LCAP budgeted \$247,197.00 for planned actions to increase or improve services for high needs students. Northern United – Siskiyou Charter School estimates that it will actually spend \$209,227.00 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-37,970 had the following impact on Northern United – Siskiyou Charter School's ability to increase or improve services for high needs students:

Northern United - Siskiyou Charter School received the Planning and Implementation Grant as part of the Public Charter School Grant Program. During the 18-19 school year, \$102,313 of this money was expended and the remainder will be expended in the 19-20 school year. We were able to increase and improve services for high needs students by supplementing state and local revenues. This grant money allowed us to increase and improve services more than would be allowable by using supplemental/concentration dollars alone.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Northern United – Siskiyou  
Charter School

Contact Name and Title

Shari Lovett  
Superintendent

Email and Phone

slovett@nucharters.org  
707.445.2660

## 2017-20 Plan Summary

### The Story

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

In order to fully understand our story, we have to discuss our past and why and how Northern United - Siskiyou Charter School (NU-SCS) was created.

When looking at our past, Mattole Valley Charter School (MVCS) was a dependent charter school sponsored by Mattole Unified School District. Opening their doors on September 17, 1998, MVCS filled an important niche of serving students seeking a non-traditional educational setting.

Students and families looking for alternatives chose MVCS for the following reasons:

- flexibility in school schedule,
- small learning environment,
- social atmosphere,
- special education services,
- credit deficiencies,
- personalize learning opportunities,
- small teacher to student ratio,
- individualized pacing and geographical isolation of families and students who needed educational options.

Maintaining an enrollment of 750 students, MVCS served students in four contiguous counties in northern California. As stated, many of the students who attended MVCS lived in rural and lower income areas in which socioeconomic issues combined with geographical difficulties made homeschooling a way of life for many families. Without the alternative that was offered by MVCS, many students would have been educated outside the realm of public schooling, without support and accountability for student achievement. Because of MVCS's goal of meeting families' needs in a personalized nature, the educational programs adopted by MVCS reflected a spectrum of

possibilities, including an independent study model in which parents provided most of the instruction, with a credentialed teacher acting as adviser and meeting with the family regularly. Hybrid independent study models developed in which students met with credentialed teachers and attended small group classes. An independent model where students attended the majority of their instructional time at a learning center and were instructed primarily by highly qualified, credentialed teachers was also an educational choice. With the wide range of options, the staff at MVCS believed that its well-developed educational program provided an important niche that needed to be met in our community. However, in compliance with the Court of Appeal's decision in *Anderson Union High School District v. Shasta Secondary Home School* (2016) 4 Cal.App.5th 262, Mattole Valley Charter School had to close its doors in June of 2018.

This is where our story begins. Northern United - Siskiyou Charter School was developed to fill the niche that MVCS had once filled. Northern United - Siskiyou Charter School petitioned the Siskiyou County Office of Education to become a countywide direct funded charter in Siskiyou County. NU-SCS's petition was approved on February 21, 2018. NU-SCS is a TK-12 non-classroom based charter serving students through a standards-based comprehensive education. Students representing local demographics and academic levels are enrolled, and NU-SCS uses due diligence in recruiting students through a variety of media. It is desired that the enrollment mirrors the demographics of Siskiyou County which are as follows: 76.6% white alone non-Hispanic or Latino, 12.3% Hispanic, 4.8% American Indian or Alaskan Native, 1.5% Black or African American, and 1.4% Asian. Siskiyou County as a whole has a student population in which 58.7% are socioeconomically disadvantaged, 3.6% are English learners, and 2% are foster youth. Eleven percent of the people in Siskiyou County speak a non-English language and 96.8% are U.S. citizens. The average special education rate for schools in Siskiyou County is 11%. Looking at all students who were enrolled with NU-SCS for at least part of the school year, the demographic data for 2018-19 is as follows: 74.4% white alone non-Hispanic or Latino, 13.6% Hispanic, 16.5% American Indian or Alaskan Native, 4% Black or African American, and 2.3% Asian. Additionally, NU-SCS has a student population in which 80.7% are socioeconomically disadvantaged, 0.0% are English learners, and 0.6% are foster youth.

NU-SCS expects that the following further describes the students who will enroll:

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

## LCAP Highlights

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

Key features of Northern United – Siskiyou Charter School's 2019-20 Educational Plan include:

- Demonstrating growth in measurable academic outcomes across all students, and that there are no significant gaps in achievement between subgroups.
- Ensuring that all students have access to a broad course of study and standards aligned curricula.
- Providing students with a highly qualified staff with a solid understanding of standards aligned instructional practices.
- Strengthening parent and student engagement, and community outreach efforts.

Key actions NU-SCS will take towards achieving the goals as stated in the educational plan will include:

- Using diagnostic and formative assessments such as Renaissance STAR testing and IXL in reading and math to provide data to inform instructional supports for students who may be struggling with concepts.
- Employing Tier II tutors for reading and math who will work with teachers to provide instructional support based on an improvement plan driven by formative assessment results.
- Ensuring access to technology and providing opportunities to learn in environments supporting 21st century learning by making Chromebooks and mobile hot spots available to all students, using technology for placement and formative assessment, using Google Suites Applications for student collaboration.
- Continuing to create a safe, responsible, and respectful school climate by using Positive Behavior Intervention and Supports (PBIS) in our learning centers, and in collaboration with parents for our home learners.
- Ongoing stakeholder input meetings, parent education initiatives, school satisfaction and stakeholder input surveys, and community outreach events.
- Providing professional development to our staff that will support standards aligned instructional practices, trauma informed teaching practices, 21st century learning skills, and implementation of PBIS and AVID schoolwide.
- Providing a CTE pathway in Agriculture Science.

Integral to this year's LCAP will be acquiring the resources necessary to achieve our educational plan. To help achieve that end, early in the 2018-19 school year, NU-SCS applied for the Public Charter Schools Grant Program's planning and implementation grant. We were notified in January of 2019 that we received an award of \$475,000. Once our student demographic data was determined in March, we became eligible for an additional award of \$100,000 due to our high percentage of educationally disadvantaged students. A small portion of the grant funding was spent in the spring of 2019, but the bulk of the amount will be spent during the 2019-20 school year. The term of the grant ends on June 30, 2020. It will be used to provide curriculum, supplies, student furniture, technology, professional development and consulting, facility safety, and student transportation.

For the 2019-20 school year, LCAP expenditures for NU-Siskiyou will include:

- Employing highly qualified general education, special education, and other certificated staff.
- Employing Tier II intervention tutors through Federal Title I program.
- Purchasing standards aligned, vertically integrated curriculum for all grades in ELA, math, social studies and science.
- Paying for online instructional and tutoring platforms.
- Purchasing Tier II Intervention Curriculum to be used to create data driven individual instruction plans based on assessment information collected in fall, winter and spring testing Windows for grades 3-8 in both math and ELA

- Purchasing enough Chromebooks for every student in the school, as well as internet hot spots for students who do not have internet available to them at home.
- Purchasing supplies and providing transportation for unduplicated students.
- Developing teachers' academic instruction by sending them to AVID Summer Institute training and bring AVID Professional Development modules to NU-SCS (July 2019).
- Providing mentoring and induction for newly credentialed teachers through the Federal Title II program.
- Pursuing Professional Development for teachers focusing on online learning platforms and meeting the needs for home-based and center based students.
- Attending PD at SCOE that focuses on both academic and behavioral topics.
- Hiring a PBIS consultant knowledgeable in PBIS in an independent study setting to strengthen the current implementation of PBIS.
- Providing safe instructional and resource facilities.
- Publicizing school/community outreach programs.

## Review of Performance

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

## Greatest Progress

Northern United - Siskiyou Charter School does not currently have a California School Dashboard because this is our first year of operation. We anticipate having a Dashboard that will show status based on year one results. We won't show change until the 2020-21 school year.

Areas of progress indicated by local data to highlight include:

- 2018-19 is our first year, and as such we do not have any CAASPP data to show our progress.
- Based on local indicators such as STAR Reading and Math (students are tested in a fall, winter and spring windows) students made significant progress in Reading in grades 3 (+150), 4 (+190), 5 (+250) 6 (+50) and 8 (+205). Grades 3-8 are assessed three times a year. The data for STAR math shows scaled score growth from fall to spring in grades 3 (+56), 5 (+48), 8 (+78), 9 (+23).
- Testing coordinator received ELPAC training in the eventuality that NU-S will enroll EL students in the future.
- Increased communication (2018-19) with Siskiyou County Behavioral Health by inviting caseworkers to SSTs.
- Developed an MOU with Family First to provide counseling services for all students, particularly low-income and foster youth in order to address student mental health needs and address barriers to academic progress.
- NU-Siskiyou has designated and trained two staff members as Suicide Prevention Liaisons- benefiting all students particularly our most vulnerable.
- 12 staff members received Trauma Informed Teaching Practices training to better serve students with trauma.
- 12 Staff members have completed year one of ALICE training (Active Shooter Response).
- 6 teachers are AVID trained teachers and are using AVID training and curriculum in their classrooms to increase rigor and develop a culture of post secondary education.



- Being awarded the Public Charter Schools Grant Program start-up grant.
- New teachers participate in Alliance for Excellence in Teaching and are well supported by administration and staff.
- PBIS is fully implemented in both North county and South county learning centers.
- Implementation in South county of Positive Prevention Plus Sexual Education Curriculum for 7th and 8th graders.
- Schoolwide implementation of Remind, student, parent and school communication platform.
- Positive feedback on the school satisfaction survey: 100% of respondents stated that they are satisfied with the academic program. 98% of respondents said they were satisfied with the timeliness of communication between the school, students, and parents. 100% of respondents said they were satisfied that they are provided with ample opportunities to be an active participant in their child's education. 100% of respondents said that the school adequately prioritizes student safety. 86% of parents responded that they feel welcome to participate in the school.

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

## Greatest Needs

Northern United - Siskiyou Charter School does not currently have a California School Dashboard because this is our first year of operation. We anticipate having a Dashboard that will show status based on year one results. We won't show change until the 2020-21 school year.

Areas of need indicated by local data include:

- 2018-19 was Baseline year for CAASPP data. We used Star Renaissance diagnostic and formative assessments. Results indicate the need to allocate more resources toward improving student achievement in math in all grades, particularly 4 and 6 (a -1 drop each in average scaled score), and 7 (a -58 point drop in average scaled score), and in Reading, particularly grade 7 (a -115 point drop in average scaled score - but that data may not be valid due to the number of students who were not tested consistently). This shows the need for greater resources in terms of staffing and curriculum need to be devoted to academic Tier II interventions.
- We had 10 parents, 8 students, and 2 staff respond to the Northern United - Siskiyou Charter Schools 2019 spring LCAP survey. We also had 15 parents, 7 students, and 7 staff members respond to our satisfaction survey. Results included notes of the following greatest needs; Improved communication regarding the IEP process, updated curriculum and an increase in course offerings such as music, foreign language, drivers ed and art; Staff identified needs include improved communication and cooperation between all staff members.
- The few number of respondents to our LCAP and Satisfaction surveys suggests a need to find ways to increase stakeholder engagement.

- As identified in our LCAP for the 2018-19 school year, not all NU-SCS teachers are utilizing state adopted, standards aligned curriculum for all grades in core curricular areas. This will be resolved in the 2019-20 school year.
- NU-Siskiyou continues to show a need for an increased emphasis on college and career readiness. NU-Siskiyou had zero students take the SAT, and zero students took an AP exam. Additionally, fewer high school students took the PSAT than was projected.
- In reviewing data on chronic absenteeism and suspensions, we will plan on further training in meeting the needs of students with trauma.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

At this time we have no CAASPP data. Any performance gaps that might exist will be identified once Summative Assessment results become available at the start of the 2019-20 school year.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Our school is not CSI.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A



# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> CAASPP – ELA – All students</p> <p><b>18-19</b> Exceeded/ Met 38%</p> <p>Nearly Met/ Not met 62%</p> <p><b>Baseline</b> Baseline will be established in the 18/19 school year.</p>	<p>This is our first year of operation. This year is establishing our baseline. When scores are available in the fall, we will evaluate our performance based on the goals.</p>
<p><b>Metric/Indicator</b> CAASPP – Math – All students</p> <p><b>18-19</b> Exceeded/ Met 23%</p> <p>Nearly Met/ Not met 77%</p> <p><b>Baseline</b> Baseline will be established in the 18/19 school year.</p>	<p>This is our first year of operation. This year is establishing our baseline. When scores are available in the fall, we will evaluate our performance based on the goals.</p>

## Expected

### Metric/Indicator

CAASPP – ELA – Native American students

#### 18-19

Exceeded/ Met 100%

Nearly Met/ Not met 0%

### Baseline

Baseline will be established in the 18/19 school year.

### Metric/Indicator

CAASPP – Math – Native American students

#### 18-19

Exceeded/ Met 100%

Nearly Met/ Not met 0%

### Baseline

Baseline will be established in the 18/19 school year.

### Metric/Indicator

CAASPP – ELA – Hispanic students

#### 18-19

Exceeded/ Met 33%

Nearly Met/ Not met 67%

### Baseline

Baseline will be established in the 18/19 school year.

### Metric/Indicator

CAASPP – Math – Hispanic students

#### 18-19

Exceeded/ Met 25%

Nearly Met/ Not met 75%

### Baseline

Baseline will be established in the 18/19 school year.

## Actual

This is our first year of operation. This year is establishing our baseline. When scores are available in the fall, we will evaluate our performance based on the goals.

This is our first year of operation. This year is establishing our baseline. When scores are available in the fall, we will evaluate our performance based on the goals.

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This is our first year of operation. This year is establishing our baseline. When scores are available in the fall, we will evaluate our performance based on the goals.

## Expected

### Metric/Indicator

CAASPP – ELA Students with disabilities

**18-19**

Exceeded/ Met 0%

Nearly Met/ Not Met 100%

### Baseline

Baseline will be established in the 18/19 school year.

### Metric/Indicator

CAASPP – Math – Students with disabilities

**18-19**

Exceeded/ Met 0%

Nearly Met/ Not Met 100%

### Baseline

Baseline will be established in the 18/19 school year.

### Metric/Indicator

UC/CSU (a-g) course completion

**18-19**

0

### Baseline

Baseline to be established in 18/19 school year

### Metric/Indicator

EL making progress per ELPAC

**18-19**

0 (no students classified as EL with MVCS in Siskiyou)

### Baseline

Baseline to be established in 18/19 school year

### Metric/Indicator

EL redesignated as FEP per ELPAC

**18-19**

0

### Baseline

Baseline to be established in 18/19 school year

## Actual

This is our first year of operation. This year is establishing our baseline. When scores are available in the fall, we will evaluate our performance based on the goals.

This is our first year of operation. This year is establishing our baseline. When scores are available in the fall, we will evaluate our performance based on the goals.

This is our first year of operation. This year is establishing our baseline. When data are available, we will evaluate our performance based on the goals.

We have no EL students at this time.

We have no EL students at this time.

## Expected

### Metric/Indicator

AP score of 3 or greater

**18-19**

0

### Baseline

Baseline to be established in 18/19 school year

### Metric/Indicator

EAP conditionally college ready and college ready in ELA

**18-19**

Conditionally -17%

Ready-21%

### Baseline

Baseline to be established in 18/19 school year

### Metric/Indicator

EAP conditionally college ready and college ready in Math

**18-19**

Conditionally- 4%

Ready-0%

### Baseline

Baseline to be established in 18/19 school year

### Metric/Indicator

PSAT participation rate

**18-19**

9 students 56%

### Baseline

Baseline to be established in 18/19 school year

### Metric/Indicator

SAT participation rate

**18-19**

0

### Baseline

Baseline to be established in 18/19 school year

## Actual

No AP classes at this time

This is our first year of operation. This year is establishing our baseline. When data are available, we will evaluate our performance based on the goals.

This is our first year of operation. This year is establishing our baseline. When data are available, we will evaluate our performance based on the goals.

We had 3 students take the PSAT/NMSQT (National Merit Scholarship Qualifying Test) and 8 students take the PSAT 8/9 (for students in grades 8 and 9). This establishes our baseline.

We had no students take the SAT this year.

## Expected

### Metric/Indicator

Number of students receiving the Seal of Biliteracy

**18-19**

0

### Baseline

Baseline to be established in 18/19 school year

### Metric/Indicator

Number of students concurrently enrolled

**18-19**

9

### Baseline

Baseline to be established in 18/19 school year

## Actual

We had no students receive the Seal of Bi-literacy

We had 8 students concurrently enrolled. This year is establishing our baseline.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 – 1 Employ 7.65 FTE general teachers	Employ 7.63 FTE general teachers	Salaries and benefits: 1100/3000 Base \$382,683	The actual FTE amount in this category is 5.71. Salaries and benefits: 1100/3000 Base \$362,390
1a. 3.40 general education teachers: C.Alexander-.95; J.Coover-.60; D.Fryling-1.0; G.Gerlitz-.585; K.Miller-.20; L.Nemec-1.0; Unknown-1.0; L.West-.6	1a. 5.71 general education teachers: C.Alexander-.95; J.Coover-.80; D.Fryling-1.0; G.Gerlitz-.26; L.Nemec-1.0; C. Allen-1.0; L.West-.7	EPA Salaries and benefits: 1100/3000 \$27,033	EPA - The actual FTE amount in this category is 0.18 Salaries and benefits: 1100/3000 \$13,628
1b. .415 FTE general education teachers: G.Gerlitz-.415	1b. .018 FTE general education teachers: G.Gerlitz- 0.18	Salaries and benefits: 1192/2700 \$68,498	Total FTE in this category is 1.1 Salaries and benefits: 1192/2700 Base \$92,469
1c. other certificated staff: J.Fraser-.5; K.Miller-.4	1c. 1.1 FTE other certificated staff: J.Fraser- 0.5; K.Miller- 0.6	Salaries and benefits: 1104/3000 Special Education \$97,235	Total FTE in this category was .64 Salaries and benefits: 1104/3000 Special Education \$56,139
1d. 1.3 special education teachers: C.Barbato-1.0; V.Walsh-.3			

1d. 0.64 FTE special education teachers:  
C.Barbato-.34; V.Walsh- 0.3

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 - 2 Employ 2.25 FTE teachers: A.Cambou-.3; C.Carpenter-1.0; D.Krieger-.95	Employ 2.1 FTE teachers: A.Cambou-.3; C.Carpenter-.85; D.Krieger-.95	Salaries and benefits: 1100/3000 Supplemental and Concentration \$145,147	Total FTE for this category is 2.1 Salaries and benefits: 1100/3000 Supplemental and Concentration \$137,840

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 – 3a. Purchase science and social science curriculum and continue to augment English/Language Arts and math curriculum 3b. Purchase materials and supplies for instructional purposes	1 – 3a. Did not Purchase science and social science curriculum and continue to augment English/Language Arts and math curriculum  3b. Purchase materials and supplies for instructional purposes	3a. Curriculum – 4110 = \$8,000 3b. Materials & supplies – 4310 = \$5,000 Base \$13,000	We did not purchase newly adopted curriculum, but will be doing so over the summer with startup grant funds. The money spent in this category supplemented our existing curricula, and also purchase a new desktop and monitor for our AP and personnel person. The grant money was also used to supplement existing curricula, as well as to purchase Chromebooks and storage carts. 4000-4999: Books And Supplies Base \$11,665
			Books, supplies, Chromebooks, storage carts 4000-4999: Books And Supplies Grant \$25,854

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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1 - 4 Professional development for staff in core academic areas, including CCSS

Teachers attended monthly Teacher Circles/PLC in ELA, Math, Science, and Social Studies.

Math teacher attended Math Discourse series at SCOE.

English teacher participated in Northern California Writing Project.

Math modeling techniques staff PD

Professional development – 5207 = \$725

Mileage – 5201 = \$1,000

Lodging – 5209 = \$1,000

Vehicle rentals – 5618 = \$75

Base \$2,800

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

Professional development – 5207 = \$168

Mileage – 5201 = \$0.00

Lodging – 5209 = \$0.00

Vehicle rentals – 5618 = \$0.00

5000-5999: Services And Other Operating Expenditures Base \$168

Math PD - 1100 = \$2,500 1000-1999: Certificated Personnel Salaries Grant \$2,500

## Action 5

### Planned Actions/Services

1 - 5 Administer CAASPP to all students in grades 3 through 8 and 11th; administer SAT, PSAT, and AP exams; contract with Renaissance for assessments.

### Actual Actions/Services

Administer CAASPP Summative Assessments to all students in grades 3 through 8 and 11th; Administer CAST to all students in grades 5, 8 and 12; administer PSAT,; contract with Renaissance for assessments.

### Budgeted Expenditures

Included in Goal 1 action 1 & 11

### Estimated Actual Expenditures

Included in Goal 1 action 1 & 11

## Action 6

### Planned Actions/Services

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

### Actual Actions/Services

No EL students, no ELPAC administered. We did hire a .2 EL coordinator. She attended training sessions at SCOE

### Budgeted Expenditures

6a. Salary and benefits - 1500/3110 = \$16,601  
6b. Mileage – 5201 = 1,000  
6c. Lodging – 5209 = 1,000  
6d. Registration fees – 5207 = \$2,000  
6e. Test – 4314 = \$250  
Supplemental and Concentration \$18,151

### Estimated Actual Expenditures

6a. Salary and benefits - 1500/3110 = \$16,554  
6b. Mileage – 5201 = \$0.00  
6c. Lodging – 5209 = \$0,00  
6d. \$337 ELPAC training registration fee.  
6e. Test – 4314 = \$0.00  
We did not have any EL students this year, so some expenses were less than projected.

1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$16,891

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 – 7a. Employ .20 FTE PPS credentialed counselor: M.Johnston 7b. Employ .20 FTE counseling technician: Unknown 7c. Employ .10 FTE school psychologist: M.Block	1 – 7a. Employ .30 FTE PPS credentialed counselor: M.Johnston 7b. Employ .20 FTE counseling technician: Melissa Nakoa 7c. Employ .10 FTE school psychologist: M.Block	Salary and benefits: 1200/3000 Supplemental and Concentration \$24,722	1 – 7a. Employ .30 FTE PPS credentialed counselor: 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$24,823
		Salary and benefits: 2218/3000 Supplemental and Concentration \$9,707	7b. Employ .20 FTE counseling technician 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$8,999
		Salary and benefits: 1200/3000 Supplemental and Concentration \$9,248	7c. Employ .10 FTE school psychologist 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$9,245

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 – 8 Intervention program 8a. Employ 4 RTI/Tier 2 tutors: C.Allen-.09; M.Andras-.19; A.Marchyok-.80; M.Yates-.18 8b. Employ .2 RTI/Tier 2 director: K.Miller-.2	1 – 8 Intervention program 8a. Employ 4 RTI/Tier 2 tutors: K. O'Brien-.19; M.Andras-.21; J.Dove- .2; M.Jimenez .081; A.Marchyok- .80  8b. Employ .2 RTI/Tier 2 director: K.Miller-.2	Salaries and benefits: 2900/3000 Base \$76,444	1 - 8 Interventions 8a. Employ 4 RTI/Tier 2 tutors 8b. Employ .2 RTI/Tier 2 director Salaries and benefits: 2900/3000 Base \$75,265
		8b. Included in Goal 1 action 1	8b. Included in Goal 1 action 1



## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 - 9 Support unduplicated students 9a. Provide backpacks, school supplies, and home supplies 9b. Provide bus tickets 9c. Curriculum 9d. Provide Food	1 - 9 Support unduplicated students 9a. Provide backpacks, school supplies, and home supplies 9b. Provide bus tickets 9c. Curriculum 9d. Provide Food	9a. Materials and Supplies - 4310 = \$20,000 9b. Bus tickets – 5261 = \$2,500 9c. Curriculum – 4110 = \$5,122 9d. Food – 4710 = \$750 Supplemental and Concentration \$28,622	9a. Materials and Supplies - 4310 = \$1,500 9b. Bus tickets – 5261 = \$600 9d. Food – 4710 = \$750 4000-4999: Books And Supplies Supplemental and Concentration \$2,850  9c. Curriculum – 4110 = \$5,989 4000-4999: Books And Supplies Grant \$5,989

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 - 10 Technology access for unduplicated students 10a. Provide internet services for unduplicated students 10b. Provide laptops for home use for unduplicated students	1 - 10 Technology access for unduplicated students 10a. Provide internet services for unduplicated students 10b. Provide laptops for home use for unduplicated students	10a. Internet – 5922 = \$700 10b. Technology – 4445 = \$5,300 Supplemental and Concentration \$6,000	10a. Internet – 4310 = \$663 for internet hot spots. 10b. Technology – 4445 = \$1,055 4000-4999: Books And Supplies Supplemental and Concentration \$3,590

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 - 11 Purchase media resources 11a. Library contract 11b. Renaissance 11c. School Pathways (SIS, PLS)	1 - 11 Purchase media resources 11a. Library contract 11b. Renaissance 11c. School Pathways (SIS, PLS)	11a. Library contract – 5812 = \$950 11b. Contracted services – 5800 = \$3,500 11c. Contracted services – 5800 = \$5,950 Base \$10,900	11a. Library contract – 5812 = \$950 11b. Contracted services – 5800 = \$3,118 11c. Contracted services – 5800 = \$10,519 5800: Professional/Consulting Services And Operating Expenditures Base \$14,587

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1 – 12 Implement AVID/PBIS schoolwide 12a. Employ .30 AVID/PBIS director: A.Cambou 12b. Mileage reimbursement for AVID/PBIS training 12c. Lodging for AVID/PBIS participants 12d. Training in AVID/PBIS	1 – 12 Implement AVID/PBIS schoolwide 12a. Employ .30 AVID/PBIS director: A.Cambou 12b. Mileage reimbursement for AVID/PBIS training 12c. Lodging for AVID/PBIS participants 12d. Training in AVID/PBIS  4 teachers will attend the AVID summer institute in July. The registration will be paid for from this year's budget, the other expenses such as mileage and lodging will be paid for out of the 2019-20 budget.	12a. Included in Goal 1 Action 2 12b. Mileage – 5201 = \$500 12c. Lodging – 5209 = \$500 12d. Registration fees – 1,000 Supplemental and Concentration \$600	12a. Included in Goal 1 Action 2 12b. Mileage – 5201 = \$0.00 12c. Lodging – 5209 = \$0.00 12d. Registration fees – \$3,300 AVID Summer Institute 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,989  AVID Path PD 5000-5999: Services And Other Operating Expenditures Title II \$1,689

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1-13a. Employ .14 FTE certificated tutors: V.Molitor-.14 1-13b. Employ 1.26 FTE classified tutors 1-13c. Contract vendors	1-13a. Employ 0.943 FTE certificated tutors: V.Molitor-.133; Rebecca Fortna-.081  1-13b. Employ .678 FTE classified tutors  1-13c. Contract vendors	13a. \$7,795 Salaries and benefits – 1150/3000 13b. Included in Goal 1 Action 8 13c. Contracted services – 5800 = \$5,000 Base \$12,795	13a. Salaries and benefits – 1150/3000 = \$6,578 13b. Included in Goal 1 Action 8 13c. Contracted services – 5800 = \$4,542 - fewer students registered for dance classes, martial arts classes, and fitness center activities. Base \$11,120

# Analysis

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

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

We achieved parts of our goal, but it was difficult due to all of the logistics of being a year-one school and initial funding constraints due to lower than projected enrollment. Some of the actions we planned, such as purchasing state adopted curricula had to be delayed due to cash flow concerns having to do with lower than anticipated ADA, and cash flow concerns related to our first scheduled apportionment. We also applied for a federal charter school startup grant in September. In January, we were notified that we received the grant in the amount of \$475,000. In May we were notified that we were awarded an extra \$100,000 because greater than 55% of our students fall into the unduplicated category. After learning that we were awarded the grant, we started making plans to purchase the curricula we needed. Additionally, we had some mid-year staffing changes. A teacher left that wasn't replaced, and a special education teacher worked at a reduced FTE due to a drop in the number of students with IEPs. Actions 5, 7, and 8 were implemented as described. Actions 1-4, 6, 9-13 were implemented differently than planned.

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

This is our first year of operation, which means that we don't yet have CAASPP Summative data. We were able to implement a CAASPP Interim Assessment program in which we administered Interim Assessments to students in grades 3-8 and 11 in ELA and math, however, only 57% of our students in those grades participated. Of the students who participated in math Interim Assessment Blocks, 65% of students scored below standard, 27% scored near standard, and 8% scored above standard. Of the students who took ELA Interim Assessment Blocks, 35% scored below standard, 41% scored near standard, and 24% scored above standard.

We also successfully implemented a Star Reading diagnostic and formative assessment program. The data shows growth (increase in scaled score by grade from the fall testing window until the spring window) in grades 3 (+150), 4 (+190), 5 (+250) 6 (+50) and 8 (+205). Growth was not shown in grade 7 (-115), but that data is not valid due to the number of students who were not tested consistently. Grades 3-8 are assessed three times a year.

We also successfully implemented a STAR math diagnostic and formative assessment program. The data shows scaled score growth from fall to spring in grades 3 (+56), 5 (+48), 8 (+78), 9 (+23), a flat performance in grades 4 (-1) and 6 (-1) and a decrease in grade 7 (-58). Again, the data is not a complete picture due to some inconsistency in which students were tested and the small size of the sample.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1-1a. The numbers on the original list did not add up correctly. The planned FTE amount should have been 5.935. The actual FTE amount is 5.71. The FTE status for some teachers changed due to a resignation of one teacher and an increase in FTE for another teacher in response. There was also an administrator listed who did not have a roster of students.

1-1b. The teacher we were paying out of this fund resigned near the end of the first semester and wasn't replaced. Her students were reassigned to existing teachers.

1-1c. Administrator did not have roster of students, so FTE went up in this category.

1-1d. A Special Ed Teacher left, then returned at a reduced FTE.

1-2 One teacher reduced FTE at start of the year.

1-3a. We did not purchase newly adopted curriculum, but will be doing so over the summer with startup grant funds. The money spent in this category supplemented our existing curricula, and also purchase a new desktop and monitor for our AP and personnel person. The grant money was also used to supplement existing curricula, as well as to purchase Chromebooks and storage carts.

1-4a. We did not have as many teachers attend outside PD for core curricular areas this year. We created Friday teacher circles that utilized the expertise of members of our teaching staff to support professional learning for the rest of our staff.

1-6. We did not have any EL students this year, so some expenses were less than projected.

1-9. Some spending was less than projected due to having a supply of these materials already, and as a result of lower than expected ADA to start the year. Once we received the grant award, we started buying curriculum using grant funds.

1-10a. Hot spots for students was budgeted to be in a different object code initially (5922). We used a different code that made more sense (4310). Expenditures for the technology portion of this action were less than projected due to receiving the grant and shifting purchasing to action 1-3.

1-11c. One time setup fee of \$3,750 increased costs for SIS.

1-12b, c. No mileage of lodging will be spent in this fiscal year for AVID Summer Institute. This year's institute is in July.

1-12d. We are sending more teachers than anticipated to the Summer institute in July. This is a prepaid charge. Additionally, this amount came from the base, not the supplemental and concentration as planned. Finally, some AVID professional development was paid for from Title II dollars that we did not know we would be receiving when the budget was adopted. We also paid for an AVID Path PD that wasn't included in the original budget.

1-13a. Slightly fewer hours for tutors were needed than anticipated.

1-13c. Fewer students registered for dance classes, martial arts classes, and fitness center activities.

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

Based on analysis of the 2018-19 LCAP, we have identified the following areas of greatest need:

- Increase college and career readiness (AP classes, SAT participation, meeting a/g college entrance requirements, creating a CTE pathway in Agricultural Science). Goal 1, actions 3, 4, 5, 7, 8; Goal 2, action 3.

Title I expenditures:

- Contract with Children First/Lassen Counseling and the Elevate youth program - Goal 1, action 7d.
- Increased intervention and tutoring services, Tier II tutors - Goal 1, action 8a.

Title II expenditures:

- Professional Development - Goal 1, action 4

PCSGP implementation grant expenditures:

- Purchase new standards aligned curriculum, and intervention resources - Goal 1, action 3
- Food serving equipment - Goal 1, action 9

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Number of teachers misassigned as indicated by transcripts, credentials and employment records. <b>18-19</b> 0 <b>Baseline</b> Baseline to be determined in 18/19 school year	Zero teachers were misassigned.
<b>Metric/Indicator</b> Condition of facility as indicated by the FIT. <b>18-19</b> Good <b>Baseline</b> Baseline to be determined in 18/19 school year	Our facilities inspection occurred in September. 100% of our facilities were determined to be in good condition.
<b>Metric/Indicator</b> Access to standards-aligned instructional materials as indicated by our curriculum audit.	100% of our students have access to standards aligned curriculum

## Expected

### 18-19

100% of students have access to standards aligned curriculum.

#### Baseline

Baseline to be determined in 18/19 school year

#### Metric/Indicator

Implementation of academic content and performance standards as evidenced in learning records.

### 18-19

100% aligned

#### Baseline

Baseline to be determined in 18/19 school year

#### Metric/Indicator

EL access to programs and services to gain academic content knowledge/proficiency – N/A  
Zero EL students

### 18-19

N/A

#### Baseline

Baseline to be determined in 18/19 school year

#### Metric/Indicator

Broad course of study in all subject areas as defined by Ed Code (World Languages, Drivers Ed, VPVA)

### 18-19

All students will be provided a broad course of study.

#### Baseline

Baseline to be determined in 18/19 school year

#### Metric/Indicator

Programs and services developed and provided to unduplicated pupils

## Actual

100% of our learning records have data showing the academic content and performance standards that each student covered in each learning period.

Additionally, using this rubric for a staff survey, 1 – Exploration and Research Phase; 2 – Beginning Development Phase; 3 – Initial Implementation Phase; 4 – Full Implementation Phase; 5 – Full Implementation and Sustainability Phase, our implementation of CA content standards rates as follows:

English Language Arts - Common Core - 4

English Language Development - Aligned to English Language Arts Standards - 2.5

Mathematics - Common Core - 3

Next Generation Science Standards - 3.5

History Social Science - 3

We have no EL students at this time.

We have 61 courses listed on our a/g list approved by the UC Regents. Additionally, we had 8 students with concurrent enrollment at College of the Siskiyous.

100% of our students were provided access to one-on-one tutoring, small group instruction, and RTI as needed.  
We had 8 students who we held SSTs for this year.

Expected	Actual
<p>(one-on-one tutoring, small group instruction, RTI) as evidenced in learning records, tutor time sheets, Student Study Team Records</p> <p><b>18-19</b> 100%</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	
<p><b>Metric/Indicator</b> Programs and services developed and provided to exceptional needs students (one-on-one tutoring, small group instruction, SAI)</p> <p><b>18-19</b> 100% of students with an IEP</p> <p><b>Baseline</b> Baseline to be determined in 18/19 school year</p>	<p>We had programs and services developed and provided to 100% of our students with IEPs.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2 – 1 Provide staff with professional development opportunities in the following areas: 21st century skills, CTE, technology, STEM/STEAM	2 – 1 Provide staff with professional development opportunities in the following areas: 21st century skills, CTE, technology, STEM/STEAM A. Cambou attended CTE conference; K. Miller attended CTE night at local high school; Technology Teacher Circle;	Included in Goal 1 action 4	Included in Goal 1 action 4

### Action 2



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2 – 2 Integrate technology in instructional programs 2a. APEX 2b. Cyber High 2c. Rosetta Stone 2d. On-line Tutoring 2e. Replacing outdated hardware 2f. Maintenance agreements	2 – 2 Integrate technology in instructional programs 2a. APEX 2b. Cyber High 2c. Rosetta Stone 2d. On-line Tutoring 2e. Replacing outdated hardware (just started) 2f. Maintenance agreements 2g. Woot Math; IXL	2a. Contracted Services – 5800 = \$ 1,250 2b. Contracted Services – 5800 = \$0 2c. Contracted Services – 5800 = \$1,500 2d. Contracted Services – 5800 = \$1,250 2e. Computers – 4445 = \$4,500 2f. Maintenance agreements – 5637 = \$1,800 Base \$10,300	2a. Contracted Services – 5800 = \$ 1,250 2b. Contracted Services – 5800 = \$0 2c. Contracted Services – 5800 = \$1,500 2d. Contracted Services – 5800 = \$0 2e. Computers – 4445 = \$2,901 2f. Professional Services – 5800 = \$1,670 5800: Professional/Consulting Services And Operating Expenditures Base \$7,321

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2 – 3 CTE, college prep, honors and AP courses 3a. Concurrent enrollment in higher education 3b. Dual enrollment 3c. Teacher training in the pedagogy of teaching courses of rigor 3d. Student travel 3e. Employ music instructor	2 – 3 CTE, college prep (a-g) 3a. Concurrent enrollment in higher education 3b. None 3c. Teacher training in the pedagogy of teaching courses of rigor (AVID) 3d. Student travel - AVID Field Trip 3e. Employ music instructor (C.Allen)	3a. Included in Goal 1 action 4 3b. Included in Goal 1 action 4 3c. Included in Goal 1 action 4 3d. Student travel and fieldtrips – 5801 = \$1,500 3e. Included in Goal 1 action 8 Base \$1,500	3a. Included in Goal 1 action 4 3b. Included in Goal 1 action 4 3c. Included in Goal 1 action 4 3d. Student travel and field trips – 5801 = \$3,080 3e. Included in Goal 1 action 8 5800: Professional/Consulting Services And Operating Expenditures Base \$3,080

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Lease facilities 4b. Maintain facilities 4c. Clean facilities	2-4a. Lease facilities 2-4b. Maintain facilities 2-4c. Clean facilities	4a. Leases – 1195/8700 = \$114,526 4b. Contracted services – 5800 =	4a. Leases – 1195/8700 = \$122,349 4b. Contracted services – 5800 =

		\$2,500 4c. Utilities & Housekeeping (CAM) – 5500 = \$400 Base \$117,426	\$105 4b. Maintenance agreements = \$2,688 4c. Utilities & Housekeeping (CAM) – 5500 = \$1,574 Base \$126,716
			4b. Contracted Services = \$10,142 5800: Professional/Consulting Services And Operating Expenditures Grant \$10,142

# Analysis

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

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

We were successful in implementing much of this goal. We have provided staff with professional development in 21st century skills, CTE, technology, STEM/STEAM. We had five teachers attend nine teacher circle meetings throughout the year. Topics include: APEX, Get Focused - Stay Focused, IEPs at a Glance, IXL Learning, Restorative Circles, Zones of Regulation, G Suite tutorials, tips and shortcuts, Teaching History, Teaching Health, Math Discourse, Interactive Notebooks and Focused Note Taking Strategies, Reading Strategies, Writing Strategies, CAST and Science Teaching Strategies, and Renaissance Learning.

We expanded our use of online programs to support instruction, except for online tutoring. We also offered a/g course work and concurrent enrollment at the local community college. We did not develop any dual enrollment courses. We did not offer a CTE pathway. We leased clean and safe facilities, as evidenced by our 100% rating on our Facilities Inspection Tool.

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

We had zero teachers mis-assigned. Our facilities were judged to be safe. All of our students have access to standards aligned curriculum, as measured by our curriculum audit. Based on evidence from our learning records, all of our students are covering the academic content standards. Based on teacher surveys, our implementation of academic content and performance standards is in the initial or full implementation phase for all subjects except English Language Development, for which they rated themselves as being in the beginning development phase. We do not have any EL students at this time, which partially explains the lower rating in that category in the staff survey. It’s a matter of when, not if we will enroll EL students, so this is an area that we will continue to work on.

We do have a broad course of student, as evidenced by our number of a/g approved courses, and also having students concurrently enrolled at College of the Siskiyous.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2d. On-line Tutoring - We did not utilize any online tutoring programs this year.

2f. Maintenance agreements switched from object code 5637 to 5800 - Professional Services

3d. More students went on AVID field trip to colleges in Sacramento.

4a. Leases – We are moving to a new location in Mount Shasta. We took possession a month early to allow time to move and clean the building we are moving from.

4b. Contracted Services for Fire Alarms, paid for from PCSGP funding.

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

The following measurable outcomes fit better in Goal 1 and will be moved there for next year's LCAP:

- Programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, RTI) as evidenced in learning records, tutor time sheets, Student Study Team Records.
- Programs and services developed and provided to exceptional needs students (one-on-one tutoring, small group instruction, SAI)

Based upon a visit from CalFire, we will be adding fire alarm systems to our facilities, paid for with grant funding. Based upon our ALiCE training, we will be purchasing new doors that are appropriate for school lockdowns, also with grant dollars. Based upon stakeholder feedback, we will be purchasing PE Equipment, a playground structure, and maker space and robotics supplies, again, using grant money. These additions will be made in goal 2 in the LCAP for next year.

Title II expenditures:

- Teacher Induction - Goal 2, action 5

PCSGP implementation grant expenditures:

- Furniture - Goal 2, action 4
- Technology - Goal 2, action 2
- Transportation - Goal 2, action 6

- Fire Alarm Systems - Goal 2, action 4
- Security door systems - Goal 2, action 4

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Parent volunteer rate, includes parents of unduplicated students and students with exceptional needs as indicated by sign in sheets for parent meetings, volunteer center sign in sheets, and analysis of said sheets

**18-19**

5%

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

Parent attendance at conferences, includes parents of unduplicated students and students with exceptional needs as reported by teachers

**18-19**

25%

### Baseline

Baseline to be determined in 18/19 school year

Actual

Parents of 11% of our students volunteered or participated in stakeholder meetings throughout the year.

46% of parents of K-12 students attended parent conferences at the end of the semester. Our teachers meet monthly, at a minimum, with parents throughout the year to monitor student progress.

## Expected

### Metric/Indicator

Parent attendance at school events, includes parents of unduplicated students and students with exceptional needs evidenced by meeting sign in sheets.

**18-19**

40%

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

Parent satisfaction survey results. Including school climate and safety.

**18-19**

96% (MVCS)

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

Number of parents participating in LCAP meetings, includes parents of unduplicated students and students with exceptional needs as evidenced by stakeholder meeting sign in sheets.

**18-19**

7%

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

School attendance rate as indicated in our Student Information System (School Pathways).

**18-19**

96.25%

### Baseline

Baseline to be determined in 18/19 school year

## Actual

As measured by sign in sheets, parents of about 30% of our students attended school events at some time during the school year.

Our first parent satisfaction survey had 15 parents respond. Of those parents, 93% responded that they feel they are provided with ample opportunities to to be active participants in their child's education.

The second survey was a parent input survey and it asked for parents to give input in school decision making regarding school priorities. We had 15 parents help in decision making.

Another 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.

We had approximately 12% attendance at our LCAP stakeholder input meetings.

As of 4/19 our attendance rate 95%.

## Expected

### Metric/Indicator

Chronic absenteeism rate as indicated by California School Dashboard

**18-19**

9.4% (MVCS)

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

Middle school dropout rate

**18-19**

0%

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

High school dropout rate for all

**18-19**

6%

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

High school dropout rate for Native American students

**18-19**

N/A

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

High school dropout rate for Hispanic students

**18-19**

N/A

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

High school dropout rate for students with exceptional needs

**18-19**

N/A

## Actual

As of 6/6 our chronic absenteeism rate was 19.8% in our school information system. Dashboard data will be available in the fall.

This is our first year of operation. The baseline will be determined this year once the data becomes available

This is our first year of operation. The baseline will be determined this year once the data becomes available

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This is our first year of operation. The baseline will be determined this year once the data becomes available

This is our first year of operation. The baseline will be determined this year once the data becomes available

## Expected

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

High school graduation rate for all

### 18-19

81%% (MVCS)

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

High school graduation rate for Native American students

### 18-19

71%

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

High school graduation rate for Hispanic students

### 18-19

100%

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

High school graduation rate for students with exceptional needs

### 18-19

N/A

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

Student satisfaction survey results

### 18-19

82% (MVCS)

### Baseline

Baseline to be determined in 18/19 school year

## Actual

This is our first year of operation. The baseline will be determined this year once the data becomes available

This is our first year of operation. The baseline will be determined this year once the data becomes available

This is our first year of operation. The baseline will be determined this year once the data becomes available

This is our first year of operation. The baseline will be determined this year once the data becomes available

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.



## Expected

### Metric/Indicator

Student safety survey results

**18-19**

91% (MVCS)

### Baseline

Baseline to be determined in 18/19 school year

### Metric/Indicator

Suspension rate

**18-19**

.6%

### Baseline

Baseline to be determined in 18/19

### Metric/Indicator

Expulsion rate

**18-19**

0% (MVCS)

### Baseline

Baseline to be determined in 18/19

## Actual

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.

As of June 5th, we've had 4 suspensions, which is 2.7% of 147 students. This outcome was either entered in error, or unrealistic. .6% is less than one student. Our baseline will be determined once official data becomes available.

As of June 5th, we had zero expulsions.

## Actions / Services

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

### Action 1

#### Planned Actions/Services

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

#### Actual Actions/Services

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

#### Budgeted Expenditures

Included in Goal 1 action 1a; b; c; d

#### Estimated Actual Expenditures

Included in Goal 1 action 1a; b; c; d

### Action 2

#### Planned

#### Actual

#### Budgeted

#### Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
3 – 2 Advertise school events 2a. Mail flyers 2b. Post on website 2c. Notices in learning centers 2d. Email parents through school communication platform	3 – 2 Advertise school events 2a. Mail flyers 2b. Post on website 2c. Notices in learning centers 2d. Email parents through school communication platform (Remind) Facebook and Instagram pages; Facebook Ads; Newspaper article; Student of the month column in local paper	2a & c. Postage – 5950 = \$250 2a & c. Materials and supplies – 4310 = \$250 2b. Included in Goal 1 action 1 2d. Contracted services – 5800 = \$400 Base \$900	2a & c. Materials and supplies – 4310 = \$250 2b. Included in Goal 1 action 1 2d. School Communication Platform – 4310 (should have been 5800) = \$560 4000-4999: Books And Supplies Base \$810  2a & c. Postage – 5950 = \$250 5000-5999: Services And Other Operating Expenditures Base \$250

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3 – 3 Maintain School Website 3a. Post all pertinent information for parents, students and staff 3b. Post WASC initial visit summary 3c. Employ website coordinator	3 – 3 Maintain School Website 3a. Post all pertinent information for parents, students and staff 3b. Post WASC initial visit summary ??? 3c. Employ website coordinator	Included in Goal 1 Action 1	Included in Goal 1 Action 1

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3 – 4 Complete and distribute parent/student handbook	3 – 4 Complete and distribute parent/student handbook Not Yet, will be published this summer.	Materials and supplies – 4310 = \$500 Base \$500	Materials and supplies – 4310 = \$0 4000-4999: Books And Supplies Base \$0

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3 – 5 Adopt the use of school communication platform	3 – 5 Adopt the use of school communication platform (Remind)	Included in Goal 3 Action 2	Included in Goal 3 Action 2

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3 – staff training on PBIS 6a. Employ the services of Dr. Dale Meyers, PBIS consultant	3.6.b - Provided staff training on PBIS 3.6.a - Did not employ Dale Meyers 3.6.c - Provided staff development on Trauma Informed Practices	6a. Contracted services – 5800 = \$5,000 Supplemental and Concentration \$5,000	6a. Contracted services – 5800 = \$5,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7a. Employ 4 RTI/Tier 2 support staff 7b. Employ .2 RTI/Tier 2 director 7c. RTI/Tier 2 curriculum	7a. Employ 4 RTI/Tier 2 support staff 7b. Employ .2 RTI/Tier 2 director 7c. RTI/Tier 2 curriculum	7a. Included in Goal1 action 8  Included in Goal 1 action 8  7c. RTI/Tier 2 curriculum – 4310 = \$500 1110/1000 Base \$500	7a. Included in Goal1 action 8  Included in Goal 1 action 8  RTI/Tier 2 curriculum – 4310 = \$500 4000-4999: Books And Supplies Base \$624

## Analysis

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

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

We have made progress in this goal in the following ways. We have involved parents who want to help create a learning community and have instigated their own parent groups and projects. All staff has been trained on PBIS, ALICE (active shooter training) and Trauma Responsive Teaching Practices and have worked hard on strengthening systems this year. To improve communication between all stakeholders, we implemented the Remind communications platform. We have 147 active users. 11,031 messages were sent since we adopted the platform in early January. We have also contracted with relationship with Family First/Lassen counseling services to provide individual and group counseling services to our students. Since we entered into this agreement, we have referred 5 students.

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

Areas in which we performed well relative to our goal include: Parents of 11% of our students volunteered or participated in stakeholder meetings throughout the year, which is higher than our stated goal of 5%.

As measured by sign in sheets, parents of about 30% of our students attended school events at some time during the school year. 93% of parent respondents said that they feel they are provided with ample opportunities to be active participants in their child's education. We had 15 parents help in our decision making process through answering a survey about things they would like to see us offer or provide moving forward. 95% of parents who responded stated that they strongly agree that expectations were made clear for student performance. Also, 95% of parents who responded said that they believe staff takes parent concerns seriously. We had approximately 12% attendance at our LCAP stakeholder input meetings. As of 4/19 our attendance rate 95%. 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. Finally, we've had zero expulsions.

Areas of concern include: As of 6/6 our chronic absenteeism rate was 19.8% in our school information system. Our parent handbook was not completed before the start of the school year. It has been completed now and will be printed over the summer to be distributed at the start of next school year. Our suspension rate might be an area of concern, however it might also be an error in entering the measurable outcome originally. Increasing stakeholder engagement in the LCAP process.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3-2d. School Communication Platform – The budgeted amount was \$400. The actual amount was \$560.

3-4. Our parent handbook was not completed before the start of the school year. It has been completed now and will be printed over the summer to be distributed at the start of next school year, therefore the costs associated with the handbook will come out of next year's budget.

3-6. We were not able to employ Dr. Dale for a PBIS training this school year. We were able to receive some free PBIS training through watching a video of Dr. Dale. We have contracted for him to provide a day of professional development with us at the beginning of the 2019-20 school year. We also were able to receive Trauma Informed Teaching Practices training through Siskiyou County Office of Education.

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

School Communication Platform was charged to object code 4310, it should have been 5800, and it will be noted as such in the upcoming LCAP.

We will be participating in a small group and one-to-one coaching program that is focused on student-identified goals and student-developed strategies to move past barriers to those goals. It is called Elevate and it is offered through Children First. It will be reflected in goal 1, action 7a.

Title II expenditures:

- PBIS training - Goal 3, action 6

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

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

- Yreka Learning Center - LCAP stakeholder meeting March 4th. 1 administrator, 3 staff members, 5 parents.
- Mount Shasta Learning Center - LCAP stakeholder engagement meeting March 5th. 1 administrator, 4 staff members, 15 parents.
- Northern United Siskiyou Charter School does not have a bargaining unit
- NUCS Board Meetings: Reports 10/25/18, 11/15/18, 12/6/18, 1/24/19, 2/12/19, 3/12/19, 4/9/19, 5/16/19. 6/27/19 - public hearing; 6/28/19 - adopted. Board members, school director, regional director, special education director, and staff members attended.
- Surveys sent to stakeholders three times, with staff, students, parents, and guardians submitting responses.

## Impact on LCAP and Annual Update

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

Based upon stakeholder feedback, we will be purchasing PE Equipment, a playground structure, and maker space and robotics supplies, using grant money. These additions will be made in goal 2 in the LCAP for next year. We will also be purchasing school band equipment to support a band program for middle and high school students.

Stakeholders also expressed a desire for support with social/emotional counseling services. We are contracting with Lassen Counseling services to provide extra support in this area. We will also be participating in a small group and one-to-one coaching program that is focused on student-identified goals and student-developed strategies to move past barriers to those goals. It is called Elevate and it is offered through Children First.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Based on analysis of the 2018-19 LCAP, we have identified the following areas of greatest need: Upcoming year changes include:

- Increased intervention and tutoring services
- Purchase new standards aligned curriculum, and intervention resources -
- Increase college and career readiness (AP classes, SAT participation, meeting a/g college entrance requirements, creating a CTE pathway in Agricultural Science
- Provide meals to students at learning centers
- Purchase food serving equipment

Title I expenditures:

- Contract with Children First/Lassen Counseling and the Elevate youth program - Goal 1, action 7d.
- Tier II tutors - Goal 1, action 8a.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP – ELA – All students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 38% Nearly Met/ Not met 62%	Exceeded/ Met increase by 6% (42%)  Nearly Met/Not Met decrease by 6% (56%)
CAASPP – Math – All students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 23% Nearly Met/ Not met 77%	Exceeded/ Met increase by 6% (29%)  Nearly Met/Not Met decrease by (6%) 71%
CAASPP – ELA – Native American students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 100% Nearly Met/ Not met 0%	Maintain 100%
CAASPP – Math – Native American students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 100% Nearly Met/ Not met 0%	Maintain 100%
CAASPP – ELA – Hispanic students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 33% Nearly Met/ Not met 67%	Exceeded/ Met increase by 33% (67%) Nearly Met/Not Met decrease by 67% (33%)
CAASPP – Math – Hispanic students	Baseline will be established in the 18/19 school year.		Exceeded/ Met 25% Nearly Met/ Not met 75%	Exceeded/ Met increase by 25% (50%) Nearly Met/Not Met decrease by 25% (50%)



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP – ELA Students with disabilities	Baseline will be established in the 18/19 school year.		Exceeded/ Met 0% Nearly Met/ Not Met 100%	Exceeded/ Met increase by 20% (20%) Nearly Met/Not Met decrease by 20% (80%)
CAASPP – Math – Students with disabilities	Baseline will be established in the 18/19 school year.		Exceeded/ Met 0% Nearly Met/ Not Met 100%	Exceeded/ Met increase by 20% (20%) Nearly Met/Not Met decrease by 20% (80%)
UC/CSU (a-g) course completion	Baseline to be established in 18/19 school year		0	Increase by 2 students
EL making progress per ELPAC	Baseline to be established in 18/19 school year  Some of these, we now have, so should this be updated? *****		0 (no students classified as EL with MVCS in Siskiyou)	0 students classified as EL
EL redesignated as FEP per ELPAC	Baseline to be established in 18/19 school year		0	0 students classified as EL
AP score of 3 or greater	Baseline to be established in 18/19 school year		0	Increase by 1 student
EAP conditionally college ready and college ready in ELA	Baseline to be established in 18/19 school year		Conditionally -17% Ready-21%	Increase by 2% Conditionally- 19% Ready-23%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EAP conditionally college ready and college ready in Math	Baseline to be established in 18/19 school year		Conditionally- 4% Ready-0%	Increase by 2% Conditionally- 8% Ready-4%
PSAT participation rate	Baseline to be established in 18/19 school year		9 students 56%	Increase by 7%
SAT participation rate	Baseline to be established in 18/19 school year		0	Increase by 8%
Number of students receiving the Seal of Biliteracy	Baseline to be established in 18/19 school year		0	Increase by 100% (given enrollment of EL student/students)
Number of students concurrently enrolled	Baseline to be established in 18/19 school year		9	Increase by 5 students
Programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, RTI) as evidenced in learning records, tutor time sheets, Student Study Team Records. Moved from goal 2			Moved from Goal 2 in 2018-19	100% of our students provided access to one-on-one tutoring, small group instruction, and RTI as needed.
Programs and services developed and provided to exceptional needs students (one-on-one tutoring, small group instruction, Special			Moved from Goal 2 in 2018-19	Programs and services developed and provided to 100% of our students with IEPs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Education Teacher). Moved from goal 2				

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

New Action

Unchanged Action

#### 2017-18 Actions/Services

N/A

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

1 – 1 Employ 10.1 FTE general teachers  
1a. General education teachers: 7.185 FTE; CTE teacher: 0.35 FTE  
1b. General education teacher (EPA): 0.415 FTE  
1c. Other certificated staff: 1.1  
1d. Special education teachers: .8

J.Fraser-.5; K.Miller-.4  
1d. 1.3 special education teachers:  
C.Barbato-1.0; V.Walsh-.3

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$382,683	\$371,885.00
Source		Base	Base
Budget Reference		Salaries and benefits: 1100/3000	1000-1999: Certificated Personnel Salaries General education teachers: 7.185 FTE; CTE teacher: 0.35 FTE
Amount		\$27,033	\$21,165.00
Source			Base
Budget Reference		Salaries and benefits: 1100/3000 EPA	1000-1999: Certificated Personnel Salaries General education teacher (EPA): 0.415 FTE
Amount		\$68,498	\$96,698.18
Source			Base
Budget Reference		Salaries and benefits: 1192/2700	5800: Professional/Consulting Services And Operating Expenditures Other certificated staff
Amount		\$97,235	\$10,560.00
Source		Special Education	Special Education
Budget Reference		Salaries and benefits: 1104/3000	Salaries and benefits: 1104/3000 Special education teachers: .8

Amount			\$124,666.03
Source			Base
Budget Reference			3000-3999: Employee Benefits General education teachers: 7.185 FTE; CTE teacher: 0.35 FTE - Benefits
Amount			\$9477.89
Source			Base
Budget Reference			3000-3999: Employee Benefits General education teacher (EPA) - benefits
Amount			\$2167.97
Source			Base
Budget Reference			3000-3999: Employee Benefits Other certificated staff - benefits
Amount			\$26,454.41
Source			Special Education
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Special education teachers

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

1 - 2 Employ 2.25 FTE teachers:  
A.Cambou-.3; C.Carpenter-1.0; D.Krieger-.95

2019-20 Actions/Services

1 - 2 Employ 2.0 FTE teachers

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$145,147	\$94,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		Salaries and benefits: 1100/3000	1000-1999: Certificated Personnel Salaries Employ 2.0 FTE teachers - Salaries
Amount			\$19,298.20
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits Employ 2.0 FTE teachers - benefits

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

Unchanged Action

## 2017-18 Actions/Services

N/A

## 2018-19 Actions/Services

1 – 3a. Purchase science and social science curriculum and continue to augment English/Language Arts and math curriculum

3b. Purchase materials and supplies for instructional purposes

## 2019-20 Actions/Services

1 – 3 Purchase Curriculum, Supplies, and Materials

3a. Purchase science and social science curriculum and continue to augment English/Language Arts and math curriculum

3b. Purchase materials and supplies for instructional purposes

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$13,000	\$91,746
Source		Base	Grant
Budget Reference		3a. Curriculum – 4110 = \$8,000 3b. Materials & supplies – 4310 = \$5,000	4000-4999: Books And Supplies 1 – 3 Purchase Curriculum, Supplies, and Materials 3a. Curriculum – 4110 = \$60,541 3b. Materials & supplies – 4310 = \$31,205

#### Action 4

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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#### Actions/Services

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

#### Budgeted Expenditures



Amount		\$2,800	\$5,500
Source		Base	Base
Budget Reference		Professional development – 5207 = \$725 Mileage – 5201 = \$1,000 Lodging – 5209 = \$1,000 Vehicle rentals – 5618 = \$75	5000-5999: Services And Other Operating Expenditures 1 - 4 Professional development for staff in core academic areas, including CCSS Professional development fees – 5207 = \$3,500 Mileage – 5201 = \$1,000 Lodging – 5209 = \$1,000

## Action 5

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

1 - 5 Administer CAASPP to all students in grades 3 through 8 and 11th; administer

2019-20 Actions/Services

1 - 5 Administer CAASPP to all students in grades 3 through 8 and 11th; administer

SAT, PSAT, and AP exams; contract with Renaissance for assessments.

SAT, PSAT, and AP exams; contract with Renaissance for assessments.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference		Included in Goal 1 action 1 & 11	1 - 5 Administer CAASPP to all students in grades 3 through 8 and 11th; administer SAT, PSAT, and AP exams; contract with Renaissance for assessments.  Included in Goal 1 action 1 & 11

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners

### Scope of Services:

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

Limited to Unduplicated Student Group(s)

### Location(s):

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

All Schools

## Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount		\$18,151	\$8,589
Source		Supplemental and Concentration	LCFF
Budget Reference		6a. Salary and benefits - 1500/3110 = \$16,601 6b. Mileage – 5201 = 1,000 6c. Lodging – 5209 = 1,000 6d. Registration fees – 5207 = \$2,000 6e. Test – 4314 = \$250	5000-5999: Services And Other Operating Expenditures 1 - 6 EL director for supporting EL students 6a. Professional services - 5800 = \$8,139 6b. Mileage – 5201 = \$350 6c. Registration fees – 5207 = \$100
Amount			\$250
Source			LCFF
Budget Reference			4000-4999: Books And Supplies 1 - 6 EL director for supporting EL students 6d. Test – 4314 = \$250

### Action 7

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

New Action

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

1 – 7a. Employ .30 FTE PPS credentialed counselor  
7b. Employ .20 FTE counseling technician  
7c. Employ .10 FTE school psychologist  
7d. Counseling services - Children First/Lassen Counseling/Elevate**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$24,722	\$25,839.71
Source		Supplemental and Concentration	LCFF
Budget Reference		Salary and benefits: 1200/3000	5800: Professional/Consulting Services And Operating Expenditures 1 – 7a. Employ .30 FTE PPS credentialed counselor
Amount		\$9,707	\$9,867.99
Source		Supplemental and Concentration	LCFF
Budget Reference		Salary and benefits: 2218/3000	5800: Professional/Consulting Services And Operating Expenditures 7b. Employ .20 FTE counseling technician
Amount		\$9,248	\$9,336.42
Source		Supplemental and Concentration	LCFF
Budget Reference		Salary and benefits: 1200/3000	5800: Professional/Consulting Services And Operating Expenditures 7c. Employ .10 FTE school psychologist
Amount			\$10,000
Source			Title I
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 7d. Counseling services - Children First/Lassen Counseling/Elevate

## Action 8

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

Unchanged Action

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

1 – 8 Intervention program  
 8a. Employ 4 RTI/Tier 2 tutors - Salaries  
 8b. Employ 4 RTI/Tier 2 tutors - Benefits  
 8c. Employ .2 RTI/Tier 2 director:

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$76,444	\$14,390.00
Source		Base	Title I
Budget Reference		Salaries and benefits: 2900/3000	2000-2999: Classified Personnel Salaries 1 – 8 Intervention program 8a. Employ 4 RTI/Tier 2 tutors:

Amount			\$4,426.80
Source			Title I
Budget Reference		8b. Included in Goal 1 action 1	3000-3999: Employee Benefits Employ 4 RTI/Tier 2 tutors - Benefits
Amount			0
Budget Reference			1 – 8 Intervention program 8c. Included in Goal 1 action 1

## Action 9

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

1 - 9 Support unduplicated students

2019-20 Actions/Services

1 - 9 Support unduplicated students

	9a. Provide backpacks, school supplies, and home supplies 9b. Provide bus tickets 9c. Curriculum 9d. Provide Food	9a. Provide backpacks, school supplies, and home supplies 9b. Provide bus tickets 9c. Curriculum 9d. Provide meals 9e. Purchase food serving equipment
--	--	--

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$28,622	\$13,000
Source		Supplemental and Concentration	Title I
Budget Reference		9a. Materials and Supplies - 4310 = \$20,000 9b. Bus tickets – 5261 = \$2,500 9c. Curriculum – 4110 = \$5,122 9d. Food – 4710 = \$750	4000-4999: Books And Supplies 1 - 9 Support unduplicated students 9a. Materials and Supplies - 4310 = \$2,800 9d. School meals – 4710 = \$10,200
Amount			\$17,100
Source			Grant
Budget Reference			4000-4999: Books And Supplies 1 - 9 Support unduplicated students 9c. Curriculum – 4110 = \$5,100 9e. Food serving equipment - 4400 = \$12,000
Amount			\$1000.00
Source			Title I
Budget Reference			5000-5999: Services And Other Operating Expenditures 9b. Bus tickets – 5261 = \$1,000



## Action 10

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners  
Foster Youth  
Low Income

Schoolwide

All Schools

## Actions/Services

New Action

Unchanged Action

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

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

## Budgeted Expenditures

Amount

\$6,000

\$32,750

Source

Supplemental and Concentration

Grant

Budget  
Reference

10a. Internet – 5922 = \$700  
10b. Technology – 4445 = \$5,300

4000-4999: Books And Supplies  
1 - 10 Technology access for unduplicated students  
10a. Internet hot spots - 4445 = \$2,750  
10b. Technology – 4445 = \$30,000

## Action 11

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

1 - 11 Purchase media resources  
11a. Library contract  
11b. Renaissance  
11c. School Pathways (SIS, PLS)

2019-20 Actions/Services

1 - 11 Purchase media resources  
11a. Instructional Media Center contract  
11b. Renaissance  
11c. School Pathways (SIS, PLS)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$10,900	\$14,646.00
Source		Base	Base
Budget Reference		11a. Library contract – 5812 = \$950 11b. Contracted services – 5800 = \$3,500 11c. Contracted services – 5800 = \$5,950	5800: Professional/Consulting Services And Operating Expenditures 1 - 11 Purchase media resources 11a. Instructional Media Center – 5812 = \$2,646 11b. Contracted services – 5800 = \$3,200 11c. Contracted services – 5800 = \$8,800

## Action 12

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

Schoolwide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

New Action

Modified Action

### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

1 – 12 Implement AVID/PBIS schoolwide  
 12a. Employ .30 AVID/PBIS director:  
 A.Cambou  
 12b. Mileage reimbursement for  
 AVID/PBIS training  
 12c. Lodging for AVID/PBIS participants  
 12d. Training in AVID/PBIS

### 2019-20 Actions/Services

1 – 12 Implement AVID schoolwide  
 12a. Employ .10 AVID director:  
 12b. Mileage reimbursement for AVID  
 training  
 12c. Lodging for AVID participants  
 12d. Training in AVID

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$600	\$5,500
Source		Supplemental and Concentration	Base
Budget Reference		12a. Included in Goal 1 Action 2 12b. Mileage – 5201 = \$500 12c. Lodging – 5209 = \$500 12d. Registration fees – 1,000	1 – 12 Implement AVID school wide 12a. Included in Goal 1 Action 2 12b. Mileage – 5201 = \$500 12c. Lodging – 5209 = \$500 12d. Registration fees – \$4,500

### Action 13

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<input type="text"/>	<input type="text" value="\$12,795"/>	<input type="text" value="\$5,000.00"/>
Source	<input type="text"/>	<input type="text" value="Base"/>	<input type="text" value="Base"/>
Budget Reference	<input type="text"/>	<input type="text" value="13a. \$7,795 Salaries and benefits – 1150/3000&lt;br/&gt;13b. Included in Goal 1 Action 8&lt;br/&gt;13c. Contracted services – 5800 = \$5,000"/>	<input type="text" value="5000-5999: Services And Other Operating Expenditures&lt;br/&gt;1 - 13 Tutoring Services&lt;br/&gt;13a. Included in Goal 1 Action 8&lt;br/&gt;13b. Contracted services – 5800 = \$5,000"/>

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 2

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Purchase more standards aligned curriculum - Included in goal 1, action 4

Professional development in content standards, particularly math and science - Goal 2, action 1

Title II expenditures:

- Teacher Induction - Goal 2, action 5

PCSGP implementation grant expenditures:

- Furniture - Goal 2, action 4
- Technology - Goal 2, action 2
- Transportation - Goal 2, action 6
- School safety - Goal 2, action 4

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of teachers misassigned as indicated by transcripts, credentials and employment records.	Baseline to be determined in 18/19 school year		100% teachers will be fully credentialed and appropriately assigned	100% teachers will be fully credentialed and appropriately assigned
Condition of facility as indicated by the FIT.	Baseline to be determined in 18/19 school year		Good	100% of our facilities will be in good condition as indicated by the facilities inspection tool.
Access to standards-aligned instructional materials as indicated by our curriculum audit.	Baseline to be determined in 18/19 school year		100% of students will have access to standards aligned curriculum in all core areas.	100% of students will have access to standards aligned curriculum in all core areas.
Implementation of academic content and performance standards as evidenced in learning records.	Baseline to be determined in 18/19 school year		100% aligned	100% of learning records have data showing the academic content and performance standards that each student covered in each learning period.
EL access to programs and services to gain academic content knowledge/ proficiency – N/A Zero EL students	Baseline to be determined in 18/19 school year		N/A	Once we enroll any English Learners, 100% of them will have access to programs and services to gain academic content knowledge and proficiency.
Broad course of study in all subject areas as defined by Ed Code	Baseline to be determined in 18/19 school year		All students will be provided a broad course of study.	100% of our students will be provided a broad course of study.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(World Languages, Drivers Ed, VPVA)				
Programs and services developed and provided to unduplicated pupils (one-on-one tutoring, small group instruction, RTI) as evidenced in learning records, tutor time sheets, Student Study Team Records	Baseline to be determined in 18/19 school year		100%	This outcome has been moved to goal 1
Programs and services developed and provided to exceptional needs students (one-on-one tutoring, small group instruction, Special Education Teacher)	Baseline to be determined in 18/19 school year		100% of students with an IEP	This outcome has been moved to goal 1

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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



[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

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

### Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget

Reference

Included in Goal 1 action 4

2 - 1 Included in Goal 1 action 4

### Action 2

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

#### Students to be Served:

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

#### Location(s):

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

All

All Schools

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

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

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

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

	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	2 – 2 Integrate technology in instructional programs 2a. APEX 2b. Cyber High 2c. Rosetta Stone 2d. On-line Tutoring 2e. Replacing outdated hardware 2f. Maintenance agreements	2 – 2 Integrate technology in instructional programs 2a. APEX 2b. Cyber High 2c. Rosetta Stone 2d. On-line Tutoring 2e. Replacing outdated hardware 2f. Maintenance agreements

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$10,300	\$12,675
Source		Base	Grant
Budget Reference		2a. Contracted Services – 5800 = \$1,250 2b. Contracted Services – 5800 = \$0 2c. Contracted Services – 5800 = \$1,500 2d. Contracted Services – 5800 = \$1,250 2e. Computers – 4445 = \$4,500 2f. Maintenance agreements – 5637 = \$1,800	5800: Professional/Consulting Services And Operating Expenditures 2 - 2 2a. Contracted Services – 5800 = \$4,375 2b. Contracted Services – 5800 = \$2,500 2c. Contracted Services – 5800 = \$1,500 2d. Contracted Services – 5800 = \$2,500 2f. Maintenance agreements – 5800 = \$1,800

Amount			\$4,500
Source			Grant
Budget Reference			4000-4999: Books And Supplies 2e. Computers – 4445 = \$4,500

### Action 3

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

New Action

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,500	
Source		Base	
Budget Reference		3a. Included in Goal 1 action 4 3b. Included in Goal 1 action 4 3c. Included in Goal 1 action 4 3d. Student travel and fieldtrips – 5801 = \$1,500 3e. Included in Goal 1 action 8	3a. Included in Goal 1 action 4 3b. Included in Goal 1 action 4 3c. Included in Goal 1 action 4 3e. Included in Goal 1 action 8 3f. ASL teacher = \$3,579
Amount			\$3,500.00
Source			LCFF
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 3d. Student travel and field trips – 5801
Amount			\$2,970.00
Source			LCFF
Budget Reference			1000-1999: Certificated Personnel Salaries Employ ASL instructor - Salaries
Amount			\$609.74
Source			LCFF
Budget Reference			3000-3999: Employee Benefits Employ ASL instructor - Benefits

## Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

Modified Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

2 - 4 Facilities  
4a. Lease facilities  
4b. Maintain facilities  
4c. Clean facilities  
4e. Fire alarm systems  
4f. Install security doors  
4g. Upgrade student furniture

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		\$117,426	\$126,000.00
Source		Base	Base
Budget Reference		4a. Leases – 1195/8700 = \$114,526 4b. Contracted services – 5800 = \$2,500 4c. Utilities & Housekeeping (CAM) – 5500 = \$400	5000-5999: Services And Other Operating Expenditures 2 - 4 Facilities 4a. Leases – 5612/8700 = \$122,000 4b. Contracted services – 5800 = \$2,500 4c. Utilities & Housekeeping (CAM) – 5500 = \$1,500
Amount			\$45,000.00
Source			Grant
Budget Reference			4000-4999: Books And Supplies 2 - 4 Facilities 4e. Fire alarm systems - \$35,000 4f. Install security doors - \$10,000
Amount			\$64,000.00
Source			Grant
Budget Reference			4000-4999: Books And Supplies 4g. Upgrade student furniture - \$64,000

## Action 5

All	All Schools
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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## Actions/Services

		New Action
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		2 - 5 Provide teacher induction (ATE) for clear credential candidates
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**Budgeted Expenditures**

Amount			\$5,700
Source			Title II
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 2 - 5 ATE program Tehama Co.
Amount			\$1,100
Source			Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 2 - 5 ATE program Tehama Co.

**Action 6**

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	Schoolwide	All Schools
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**Actions/Services**

		New Action
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		2 - 6 Provide transportation to students to improve access to resources
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**Budgeted Expenditures**

Amount			\$180,000
Source			Grant
Budget Reference			6000-6999: Capital Outlay 2 - 6 Purchase 6 Ford Transit vans



# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

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

New Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Increase parent engagement in LCAP process.

Increase community outreach

Address chronic absenteeism

Lower suspension rate

Title II expenditures:

- PBIS training - Goal 3, action 6

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent volunteer rate, includes parents of unduplicated students and students with exceptional needs as indicated by sign in sheets for parent meetings, volunteer center sign in sheets, and analysis of said sheets.	Baseline to be determined in 18/19 school year		5%	Increase by 5% (10%)
Parent attendance at conferences, includes parents of unduplicated students and students with exceptional needs as reported by teachers.	Baseline to be determined in 18/19 school year		25%	Increase by 5% (30%)
Parent attendance at school events, includes parents of unduplicated students and students with exceptional needs evidenced by meeting sign in sheets.	Baseline to be determined in 18/19 school year		40%	Increase by 5% (45%)
Parent satisfaction survey results. Including school climate and safety.	Baseline to be determined in 18/19 school year		96% (MVCS)	Increase by 1% (97%)
Number of parents participating in LCAP meetings, includes parents of unduplicated students and students with exceptional needs	Baseline to be determined in 18/19 school year		7%	Increase by 17%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
as evidenced by stakeholder meeting sign in sheets.				
School attendance rate as indicated in our Student Information System (School Pathways).	Baseline to be determined in 18/19 school year		96.25%	Increase by 1% (97.25%)
Chronic absenteeism rate as indicated by California School Dashboard	Baseline to be determined in 18/19 school year		9.4% (MVCS)	Decrease by 2% (7.4%)
Middle school dropout rate	Baseline to be determined in 18/19 school year		0%	Maintain
High school dropout rate for all	Baseline to be determined in 18/19 school year		6%	Decrease by 1% (5%)
High school dropout rate for Native American students	Baseline to be determined in 18/19 school year		N/A	Maintain zero dropout rate for Native American students
High school dropout rate for Hispanic students	Baseline to be determined in 18/19 school year		N/A	Maintain zero dropout rate for Hispanic students
High school dropout rate for students with exceptional needs	Baseline to be determined in 18/19 school year		N/A	Zero dropout rate for students with exceptional needs
High school graduation rate for all	Baseline to be determined in 18/19 school year		81%% (MVCS)	Increase by 3% (84%)
High school graduation rate for Native American students	Baseline to be determined in 18/19 school year		71%	Increase by 3% (74%)

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

## Planned Actions / Services

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

### Action 1

All	All Schools
-----	-------------

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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### Actions/Services

	New Action	Unchanged Action
	3 – 1 Distribute parent and student satisfaction surveys 1a. Administration of surveys	3 – 1 Distribute online parent and student satisfaction surveys 1a. Administration of surveys

	1b. Data analysis and discussion with staff	1b. Data analysis and discussion with staff
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## Budgeted Expenditures

Budget Reference		Included in Goal 1 action 1a; b; c; d	Included in Goal 1 action 1a; b; c; d
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## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

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

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

New Action

Modified Action

### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

3 – 2 Advertise school events  
2a. Mail flyers  
2b. Post on website  
2c. Notices in learning centers  
2d. Email parents through school communication platform

### 2019-20 Actions/Services

3 – 2 Advertise school events  
2a. Mail flyers  
2b. Post on website-Included in 1.10  
2c. Notices in learning centers  
2d. Email parents through school communication platform  
2e. Advertise on social media

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$900	\$250.00
Source		Base	Base
Budget Reference		2a & c. Postage – 5950 = \$250 2a & c. Materials and supplies – 4310 = \$250 2b. Included in Goal 1 action 1 2d. Contracted services – 5800 = \$400	5000-5999: Services And Other Operating Expenditures 2a. Mail flyers
Amount			\$250.00
Source			Base
Budget Reference			4000-4999: Books And Supplies 2c. Notices in learning centers – 4310 = \$250
Amount			\$760.00
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures 2d. Contracted services (Remind) – 5800 = \$560 2e. Advertise - 5831 = \$200

### Action 3

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Budget

Reference

Included in Goal 1 Action 1

Included in Goal 1 Action 1

**Action 4**

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

New Action

Unchanged Action

	3 – 4 Complete and distribute parent/student handbook	3 – 4 Complete and distribute parent/student handbook
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### Budgeted Expenditures

Amount		\$500	\$500
Source		Base	LCFF
Budget Reference		Materials and supplies – 4310 = \$500	4000-4999: Books And Supplies Materials and supplies – 4310 = \$500

### Action 5

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

New Action

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

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

3 – 5 Adopt the use of school communication platform

2019-20 Actions/Services

3 – 5 Adopt the use of school communication platform

### Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Budget			
Reference		Included in Goal 3 Action 2	Included in Goal 3 Action 2

## Action 6

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

LEA-wide

### Location(s):

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

All Schools

## Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$5,000	\$2,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		6a. Contracted services – 5800 = \$5,000	5800: Professional/Consulting Services And Operating Expenditures 6a. Contracted services – 5800 = \$2,500

## Action 7

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

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

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

New Action

Unchanged Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

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

2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		0	0
Budget Reference		7a. Included in Goal1 action 8	7a. Included in Goal1 action 8
Amount		0	0
Budget Reference		Included in Goal 1 action 8	7b. Included in Goal 1 action 8
Amount		\$500	\$2,000
Source		Base	Grant
Budget Reference		1110/1000 7c. RTI/Tier 2 curriculum – 4310 = \$500	4000-4999: Books And Supplies 7c. RTI/Tier 2 curriculum – 4310

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$256,263

Percentage to Increase or Improve Services

21.85%

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

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

For 2019-20, the estimated supplemental/concentration funds is \$256,263. Since NU-SCS has 78.95% percent unduplicated students, we have chosen to provide services to these students through a school-wide spending plan that we believe is most effective because these funds would be better spent servicing all NU-SCS students as a whole, and the amount of service the applicable subgroups would receive would be comparable or increased. Also, since NU-SCS has students located in a large geographical area, providing services to targeted students separated by many miles would be a logistical and costly challenge. Providing these services to all NU-SCS students will provide a more effective learning environment and efficient use of funds. NU-SCS will meet this spending requirement by using a portion of certificated teacher salaries (20%) for providing extra time to these students by their Independent Study Teachers weekly. In addition, RTI/Tier II interventions will be available to these students in math and reading, along with the purchase of special curriculum or online courses, Chromebooks, and internet service.

In 2019-20, NU-SCS plans to increase or improve the services to all students, including unduplicated students. In addition to the services provided to all students, additional services will be provided to meet the minimum percentage for unduplicated students in the following ways:

Employ teachers in Yreka and Mount Shasta to coordinate RTI/Tier II interventions.

Employ 4 RTI/Tier 2 intervention tutors to support struggling students.

Employ an EL coordinator.

Employ a PPS credentialed counselor with a strong socio/emotional counseling background.

Employ a counseling technician to support the counselor.

Employ a school psychologist.

Continue our contract with Lassen Counseling Services.

Provide opportunities for students to participate in Elevate, a social and emotional youth coaching program that is designed to help students manage fear, resolve conflicts, develop integrity, grit and follow through along with finding their identity and having true contentment are essential for success and happiness. This program also provides parent coaching that we intend to offer to our students' families.

Provide backpacks, school supplies, food, and bus tickets to students in need.

Provide necessary tier 2 intervention curriculum and support to all students.

Provide Chromebooks and Kajeet hot spots to students so that they can interact with their teachers, collaborate with peers, utilize online tutoring, take online classes, and learn computer skills necessary for success in the 21st Century.

Strengthen our schoolwide AVID program.

Provide professional development to teachers to help them in strengthening our implementation of our schoolwide PBIS positive behavior model.

Purchase food serving equipment and offer meals to all students at learning centers. Participate in the NSLP.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$259,349

Percentage to Increase or Improve Services

22.89%

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

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

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

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

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

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

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

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

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

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

Goal 1 action 12 Implement AVID school wide \$600

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

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

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

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

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# Addendum

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

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

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

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

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



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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

### **Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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



# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

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

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

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

(e) “Expulsion rate” shall be calculated as follows:

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

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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

*Prepared by the California Department of Education, January 2019*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,069,711.00	1,031,633.00	0.00	1,069,711.00	1,497,629.34	2,567,340.34
	95,531.00	13,628.00	0.00	95,531.00	0.00	95,531.00
Base	629,748.00	706,465.00	0.00	629,748.00	785,066.07	1,414,814.07
Grant	0.00	44,485.00	0.00	0.00	449,771.00	449,771.00
LCFF	0.00	0.00	0.00	0.00	61,462.86	61,462.86
Special Education	97,235.00	56,139.00	0.00	97,235.00	37,014.41	134,249.41
Supplemental and Concentration	247,197.00	209,227.00	0.00	247,197.00	115,798.20	362,995.20
Title I	0.00	0.00	0.00	0.00	42,816.80	42,816.80
Title II	0.00	1,689.00	0.00	0.00	5,700.00	5,700.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,069,711.00	1,031,633.00	0.00	1,069,711.00	1,497,629.34	2,567,340.34
	228,494.00	137,836.00	0.00	228,494.00	5,500.00	233,994.00
1000-1999: Certificated Personnel Salaries	0.00	19,391.00	0.00	0.00	490,020.00	490,020.00
1110/1000	500.00	0.00	0.00	500.00	0.00	500.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	14,390.00	14,390.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	160,646.63	160,646.63
4000-4999: Books And Supplies	0.00	51,382.00	0.00	0.00	271,096.00	271,096.00
5000-5999: Services And Other Operating Expenditures	0.00	7,096.00	0.00	0.00	147,099.00	147,099.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	78,197.00	0.00	0.00	218,317.71	218,317.71
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	180,000.00	180,000.00
Salaries and benefits: 1100/3000	554,863.00	513,858.00	0.00	554,863.00	0.00	554,863.00
Salaries and benefits: 1104/3000	97,235.00	56,139.00	0.00	97,235.00	10,560.00	107,795.00
Salaries and benefits: 1192/2700	68,498.00	92,469.00	0.00	68,498.00	0.00	68,498.00
Salaries and benefits: 2900/3000	76,444.00	75,265.00	0.00	76,444.00	0.00	76,444.00
Salary and benefits: 1200/3000	33,970.00	0.00	0.00	33,970.00	0.00	33,970.00
Salary and benefits: 2218/3000	9,707.00	0.00	0.00	9,707.00	0.00	9,707.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,069,711.00	1,031,633.00	0.00	1,069,711.00	1,497,629.34	2,567,340.34
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	170,121.00	137,836.00	0.00	170,121.00	5,500.00	175,621.00
	Supplemental and Concentration	58,373.00	0.00	0.00	58,373.00	0.00	58,373.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	393,050.00	393,050.00
1000-1999: Certificated Personnel Salaries	Grant	0.00	2,500.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	2,970.00	2,970.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	16,891.00	0.00	0.00	94,000.00	94,000.00
1110/1000	Base	500.00	0.00	0.00	500.00	0.00	500.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	14,390.00	14,390.00
3000-3999: Employee Benefits	Base	0.00	0.00	0.00	0.00	136,311.89	136,311.89
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	0.00	609.74	609.74
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	0.00	0.00	19,298.20	19,298.20
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	0.00	4,426.80	4,426.80
4000-4999: Books And Supplies	Base	0.00	13,099.00	0.00	0.00	250.00	250.00
4000-4999: Books And Supplies	Grant	0.00	31,843.00	0.00	0.00	257,096.00	257,096.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	750.00	750.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	6,440.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	0.00	0.00	0.00	0.00	13,000.00	13,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Base	0.00	418.00	0.00	0.00	137,510.00	137,510.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	8,589.00	8,589.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	0.00	4,989.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	0.00	0.00	1,000.00	1,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	1,689.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	24,988.00	0.00	0.00	112,444.18	112,444.18
5800: Professional/Consulting Services And Operating Expenditures	Grant	0.00	10,142.00	0.00	0.00	12,675.00	12,675.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	48,544.12	48,544.12
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00	0.00	0.00	26,454.41	26,454.41
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	43,067.00	0.00	0.00	2,500.00	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	10,000.00	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	0.00	0.00	0.00	5,700.00	5,700.00
6000-6999: Capital Outlay	Grant	0.00	0.00	0.00	0.00	180,000.00	180,000.00
Salaries and benefits: 1100/3000		27,033.00	13,628.00	0.00	27,033.00	0.00	27,033.00
Salaries and benefits: 1100/3000	Base	382,683.00	362,390.00	0.00	382,683.00	0.00	382,683.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Salaries and benefits: 1100/3000	Supplemental and Concentration	145,147.00	137,840.00	0.00	145,147.00	0.00	145,147.00
Salaries and benefits: 1104/3000	Special Education	97,235.00	56,139.00	0.00	97,235.00	10,560.00	107,795.00
Salaries and benefits: 1192/2700		68,498.00	0.00	0.00	68,498.00	0.00	68,498.00
Salaries and benefits: 1192/2700	Base	0.00	92,469.00	0.00	0.00	0.00	0.00
Salaries and benefits: 2900/3000	Base	76,444.00	75,265.00	0.00	76,444.00	0.00	76,444.00
Salary and benefits: 1200/3000	Supplemental and Concentration	33,970.00	0.00	0.00	33,970.00	0.00	33,970.00
Salary and benefits: 2218/3000	Supplemental and Concentration	9,707.00	0.00	0.00	9,707.00	0.00	9,707.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	933,585.00	882,690.00	0.00	933,585.00	1,045,314.60	1,978,899.60
Goal 2	129,226.00	147,259.00	0.00	129,226.00	446,054.74	575,280.74
Goal 3	6,900.00	1,684.00	0.00	6,900.00	6,260.00	13,160.00

\* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					