

NUCS Board Meeting 6/18/2021 4:00pm

Agenda Item 1.

CALL TO ORDER/AGENDA

Subject:

1.1 Pledge of Allegiance

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

Action Requested:

1.1 None

1.2 Approval

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

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

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

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 2.

CONSENT AGENDA

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

Subject:

2.1 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for NU-HCS

Action Requested:

Approval

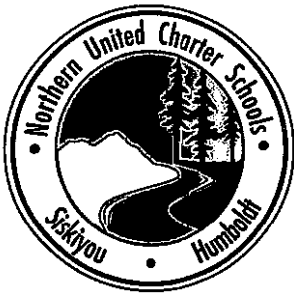
Previous Staff/Board Action, Background Information and/or Statement of Need:

NU-HCS is required by the Education Code to report any complaints regarding the provision of textbooks and instructional materials, teacher vacancy or mis-assignment, and/or facilities conditions. The Board approves these reports each quarter. No complaints were received in the last quarter.

Fiscal Implications:

None

Contact Person/s: Shari Lovett



nucharters.org

Northern United – Humboldt Charter School

Learning Today, Leading Tomorrow

2120 Campton Rd, Suite H
Eureka, California 95503
707/445-2660

Quarterly Report on Williams Uniform Complaints (Education Code §35186)

Quarterly Reporting Period (please check one)

- First Quarter 2020 January 1 through March 31, 2021
- Second Quarter 2020 April 1 through June 30, 2021
- Third Quarter 2020 July 1 through September 30, 2021
- Fourth Quarter 2020 October 1 through December 31, 2021

PLEASE CHECK THE BOX THAT APPLIES:

- No complaints were filed** with any school in the district during the quarter indicated above.
- Yes, complaints were filed** with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Shari Lovett
(Print Name of District Superintendent)

Shari Lovett
(Signature of District Superintendent)

Please return hard copy to:
Chandler Wilson, School Support
Humboldt County Office of Education
cwilson@hcoe.org

by: Quarter 1 due: 04/15/2021
 Quarter 2 due: 07/15/2021
 Quarter 3 due: 10/15/2021
 Quarter 4 due: 01/15/2022

Agenda Item 2.

CONSENT AGENDA

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

Subject:

2.2 Consideration of Approval of Williams' Uniform Complaint, Quarterly Report for NU-SCS

Action Requested:

Approval

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

NU-SCS is required by the Education Code to report any complaints regarding the provision of textbooks and instructional materials, teacher vacancy or mis-assignment, and/or facilities conditions. The Board approves these reports each quarter. No complaints were received in the last quarter.

Fiscal Implications:

None

Contact Person/s: Shari Lovett



Northern United – Siskiyou Charter School

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nucharters.org

Academic School Year 2020 - 2021 Quarterly Report on Williams Uniform Complaints [Education Code § 35186]

District: *Northern United – Siskiyou
Charter School*

Title:

Person completing this form:

Shari Lovett

Jul 1 – Sep 30, 2020 (due Oct 27, 2020)

Oct 1 – Dec 31, 2020 (due Jan 27, 2021)

Quarterly Report Submission Date:

Jan 1 – Mar 31, 2021 (due Apr 27, 2021)

Apr 1 – Jun 30, 2021 (due Jul 27, 2021)

Date for information to be reported publicly at governing board meeting: June 18, 2021

Please check the box that applies:

No complaints were filed with any school in the district during the quarter indicated above.

Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

GENERAL SUBJECT AREA	TOTAL # OF COMPLAINTS	# RESOLVED	# UNRESOLVED
Textbooks and Instructional Materials	0		
Teacher Vacancy of Misassignments	0		
Facilities Conditions	0		
TOTALS	0		

Shari Lovett

Signature of Director

June 30, 2021

Date

Agenda Item 3.

PUBLIC COMMENTS ON ITEMS NOT ON THE AGENDA

Subject:

3.1 Comments by the Public

Action Requested:

None

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

Board members or staff may choose to respond briefly to public comments.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 4.

ACTION ITEMS

Subject:

4.1 Approval of the Auditor Services for 2021-2022 for NU-HCS

Action Requested:

None

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

David L. Moonie & Co is the auditing firm we have selected to use for our annual, independent audit. The attached agreement sets forth the understanding of the terms.

Fiscal Implications:

\$13,000

Contact Person/s:

Shari Lovett, Tammy Picconi

John R. Goff, CPA
Mark G. Wetzel, CPA
Michael R. Cline, CPA

D | L | M

DAVID L. MOONIE & CO., LLP
Certified Public Accountants

Kenneth X. Stringer, CPA
Aaron S. Weiss, CPA
Matthew J. Hague, CPA

June 10, 2021

**Board of Directors
c/o Shari Lovett, Director
Northern United - Humboldt Charter School
2120 Campton Road, Suite H
Eureka, California 95503**

To the Board of Directors:

We are pleased to confirm our understanding of the services we are to provide for Northern United - Humboldt Charter School (the "School") for the year ended June 30, 2021.

We will audit the financial statements of the School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows, and the related notes to the financial statements (the financial statements). Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

- 1. Statement of Revenues, Expenses, and Changes in Net Assets – Budget and Actual**
- 2. Schedule of Average Daily Attendance**
- 3. Schedule of Instructional Time**
- 4. Schedule of Charter Schools**
- 5. Schedule of Financial Trends and Analysis**
- 6. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements**

Also, the following information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that information:

- 1. Schedule of School Organization**

Board of Directors
c/o Shari Lovett, Director
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We will also prepare the School's federal and state exempt organization tax returns for the fiscal year ended June 30, 2021.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America, and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. We will issue a written report upon completion of our audit of the School's financial statements. Our report will be addressed to the board of directors of the School. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinion on the financial statements is other than unmodified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of

Board of Directors
c/o Shari Lovett, Director
Northern United - Humboldt Charter School
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transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the School or to acts by management or employees acting on behalf of the School. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, an unavoidable risk exists that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We may also request written representations from the School's attorney as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the School and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial

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statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Other Services

We will prepare the School's federal and state information returns for the year ended June 30, 2021 based on information provided by you. We will also assist in preparing the financial statements and related notes of the School in conformity with U.S. generally accepted accounting principles based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; and (3) ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including identification of all related parties and all related-party relationships and transactions, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the School from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the School involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the School received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the School complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud, noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles.

Board of Directors
c/o Shari Lovett, Director
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You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) that the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. The School is also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the tax services, financial statements, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with the preparation of the financial statements and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to assume all management responsibilities for the tax services, financial statement preparation services, and any other nonattest services we provide; you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will locate any documents selected by us for testing.

We will provide copies of our reports to the School, the State Controller's Office, the Humboldt County Office of Education, and the California Department of Education; however, management is responsible for distribution of the reports and the financial

Board of Directors
c/o Shari Lovett, Director
Northern United - Humboldt Charter School
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statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of David L. Moonie & Co., LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office, the California Department of Education or their designees, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of David L. Moonie & Co., LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

It is our policy to keep audit documentation related to such engagements for seven years from your fiscal year-end. Upon the expiration of the seven year period we shall be free to destroy our audit documentation without further notice to your School, except if we are aware that a federal or state awarding agency or auditee is contesting an audit finding. In that case we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Mark Wetzel is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We will notify you in a separate letter regarding the timing of our audit field work. We expect to issue our reports no later than December 15, 2021.

Our fee for these audit services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, typing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$13,000. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notice of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. Billings become delinquent if not paid within 30 days of the invoice date. A finance charge at twelve (12) percent will be assessed on any unpaid balance after deduction of current payments, credits, and allowances made within 60 days of date of billing.

Board of Directors
c/o Shari Lovett, Director
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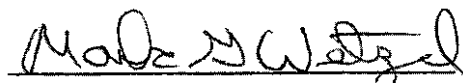
The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

We will also prepare the federal and state exempt organization tax returns for the School for the fiscal year ended June 30, 2021. Our fee for the tax return preparation will be based on the number of hours spent at our standard hourly rates plus any out of pocket expenses. Our invoices for these fees will be rendered each month as work progresses and are payable upon presentation.

We will be available during the year to consult with you on financial management and accounting matters of a routine nature.

We appreciate the opportunity to be of service and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign where indicated below and return in the envelope provided. A copy is enclosed for your files.

Very truly yours,


Mark G. Wetzel, CPA
David L. Moonie & Co., LLP

SCHOOL'S RESPONSE:

This letter correctly sets forth the understanding of the Northern United - Humboldt Charter School.

By: _____
Director

Date: _____

By: _____
Board President

Date: _____

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.2 Approval of the Auditor Services for 2021-2022 for NU-SCS

Action Requested:

None

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

David L. Moonie & Co is the auditing firm we have selected to use for our annual, independent audit. The attached agreement sets forth the understanding of the terms.

Fiscal Implications:

\$13,000

Contact Person/s: Shari Lovett, Tammy Picconi

John R. Goff, CPA
Mark G. Wetzell, CPA
Michael R. Cline, CPA



DAVID L. MOONIE & CO., LLP
Certified Public Accountants

Kenneth X. Stringer, CPA
Aaron S. Weiss, CPA
Matthew J. Hague, CPA

June 10, 2021

Board of Directors
c/o Shari Lovett, Director
Northern United - Siskiyou Charter School
2120 Campton Road, Suite H
Eureka, California 95503

To the Board of Directors:

We are pleased to confirm our understanding of the services we are to provide for Northern United - Siskiyou Charter School (the "School") for the year ended June 30, 2021.

We will audit the financial statements of the School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows, and the related notes to the financial statements (the financial statements). Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

1. Statement of Revenues, Expenses, and Changes in Net Assets – Budget and Actual
2. Schedule of Average Daily Attendance
3. Schedule of Instructional Time
4. Schedule of Charter Schools
5. Schedule of Financial Trends and Analysis
6. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

Also, the following information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that information:

1. Schedule of School Organization

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c/o Shari Lovett, Director
Northern United - Siskiyou Charter School
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We will also prepare the School's federal and state exempt organization tax returns for the fiscal year ended June 30, 2021.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America, and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. We will issue a written report upon completion of our audit of the School's financial statements. Our report will be addressed to the board of directors of the School. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or add an emphasis-of-matter or other-matter paragraph. If our opinion on the financial statements is other than unmodified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control on compliance and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

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Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the School or to acts by management or employees acting on behalf of the School. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We may also request written representations from the School's attorney as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the School and its environment,

Board of Directors
c/o Shari Lovett, Director
Northern United - Siskiyou Charter School
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including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the School's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Other Services

We will prepare the School's federal and state information returns for the year ended June 30, 2021 based on information provided by you. We will also assist in preparing the financial statements and related notes of the School in conformity with U.S. generally accepted accounting principles based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; and (3) ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including identification of all related parties and all related-party relationships and transactions (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the School from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the School involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the School received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the School complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud, noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

Board of Directors
c/o Shari Lovett, Director
Northern United - Siskiyou Charter School
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You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) that you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) that the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. The School is also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the tax services, financial statements, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with the preparation of the financial statements and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to assume all management responsibilities for the tax services, financial statement preparation services, and any other nonattest services we provide; you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We understand that your employees will locate any documents selected by us for testing.

We will provide copies of our reports to the School, the State Controller's Office, the Siskiyou County Office of Education, and the California Department of Education;

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however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of David L. Moonie & Co., LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office, the California Department of Education or their designees, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of David L. Moonie & Co., LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

It is our policy to keep audit documentation related to such engagements for seven years from your fiscal year-end. Upon the expiration of the seven year period we shall be free to destroy our audit documentation without further notice to your School, except if we are aware that a federal or state awarding agency or auditee is contesting an audit finding. In that case we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Mark Wetzal is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We will notify you in a separate letter regarding the timing of our audit field work. We expect to issue our reports no later than December 15, 2021.

Our fee for these audit services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, typing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses, will not exceed \$13,000. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notice of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. Billings become delinquent if not paid within 30 days of the invoice date. A finance charge at twelve (12) percent will be assessed on any unpaid balance after deduction of current payments, credits, and allowances made within 60 days of date of billing.

Board of Directors
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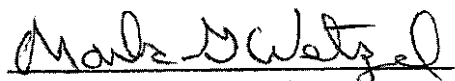
The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

We will also prepare the federal and state exempt organization tax returns for the School for the fiscal year ended June 30, 2021. Our fee for the tax return preparation will be based on the number of hours spent at our standard hourly rates plus any out of pocket expenses. Our invoices for these fees will be rendered each month as work progresses and are payable upon presentation.

We will be available during the year to consult with you on financial management and accounting matters of a routine nature.

We appreciate the opportunity to be of service and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign where indicated below and return in the envelope provided. A copy is enclosed for your files.

Very truly yours,



Mark G. Wetzel, CPA
David L. Moonie & Co., LLP

SCHOOL'S RESPONSE:

This letter correctly sets forth the understanding of the Northern United - Siskiyou Charter School.

By: _____
Director

Date: _____

By: _____
Board President

Date: _____

Agenda Item 4.
ACTION ITEMS

Subject:

4.3 Approval of Director's Contract 2021-2024

Action Requested:

Approval

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

The Board and School Director negotiate the terms of the School Director's contract in closed session. The contract is approved in open session. The attached contract is for the 2021-2024 school years.

Fiscal Implications:

\$122,647 annually plus \$480 per year stipend

Contact Person/s: Shari Lovett, Jere Cox

*Northern United Charter Schools
School Director Contract*

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

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

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

Contract Term

1. Board employs School Director commencing on July 1, 2021 and ending on June 30, 2024, unless such employment is terminated earlier pursuant to the provisions of the Contract or extended as otherwise provided herein or by law.

Work Year and Hours of Work

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

Compensation

3. School Director is employed as a full time employee of Charter Schools with an annual salary of one hundred twenty-two thousand six hundred forty-seven dollars (\$122,647). The annual salary shall be payable monthly on the last day of each month, in installments of one-twelfth (1/12) of the annual salary for services rendered during the preceding month, with proration for a period of less than a full year of service. The daily rate for the purpose of prorating the annual salary provided for in the Contract shall be \$557.49.
4. During the term of this contract, if the certificated staff receives a salary increase, the annual salary of the Director may be renegotiated. Any increase in salary shall be negotiated and approved in open session at a regular Board meeting pursuant to Government Code Section 54956, subdivision (b). A change in salary during the term of the Contract shall not constitute the creation of a new contract or extend the termination date of the Contract.

Fringe Benefits

Medical, Dental and Vision Insurance

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

Retirement Contribution

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

Stipends

7. School Director shall receive a cell phone stipend of \$480 per year.

Work Related Expenses

Reimbursement for work related expenses

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

Professional Dues

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

Leaves

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

Professional Development

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

General Duties

12. Pursuant to Article 3 (commencing with Section 35026) of Chapter 1 of Part 21 of Division 3 of Title 2 of the Education Code, School Director shall be the Chief Executive Officer of Charter Schools.
13. School Director shall competently perform all services, duties, and obligations required by (i) the Contract, (ii) applicable laws and regulations, (iii) Board rules, regulations, and policies and as otherwise directed by Board. School Director may delegate his or her duties to a responsible Charter Schools employee at School Director's discretion unless otherwise stated in applicable laws and regulations, found in Board rules, regulations, and policies, or otherwise prohibited by Board.
14. School Director shall have primary responsibility for the management of all Charter Schools affairs. In carrying out his or her duties, School Director shall provide educational leadership to Charter Schools and make student learning and student success his or her highest priorities. School Director shall endeavor to maintain and improve his or her professional competence by all available means, including subscription to and reading of appropriate periodicals and membership in appropriate associations.
15. School Director shall be responsible for the operations of Charter Schools, including, but not limited to, the areas of general administration, instruction, human resources, communications, government relations, facilities, and business affairs.
16. For any time period during which at least one Charter Schools facility is open and School Director is unavailable, School Director shall appoint a responsible Charter Schools employee to temporarily fulfill School Director's duties and, when doing so, shall notify Board President.

Administrative and Board-Related Duties

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

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

Personnel Duties

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

External Relation Duties

30. School Director shall represent Charter Schools before the public, and shall maintain such a program of public relations as may serve to improve understanding and to keep the public informed about Charter Schools activities, needs, and results.

31. School Director will act as the primary liaison with the local, state, and federal agencies and elected representatives.
32. School Director is encouraged to attend appropriate local community meetings. Reasonable expenses thereby incurred shall be reimbursed in accordance with Paragraph 8 of the Contract.
33. School Director shall regularly report to Board on all external relations activities.

Other Duties

Driver's License

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

Additional Duties

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

Evaluation

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

- Each Board member shall individually provide evaluation feedback to the Board President;

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

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

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

Contract Renewal or Extension

44. There shall be no renewal or extension of the Contract. Should the Board desire the School Director to continue as School Director beyond the term of the Contract, the Parties shall negotiate and execute a new contract. Before the end of January, 2024, Board shall inform School Director of Board's intention to continue her employment beyond the end of the current term. At that time the School Director will also inform the board of her intention to continue her employment as School Director after the end of the current term. Such statements of intention noted here do not preclude the terms set forth below for notice and termination.

Contract Non-Renewal

Notice

45. Should Board determine that it does not wish to negotiate and execute a new contract at the end of the term of the Contract, Board shall give written notice of the decision to School Director, at least forty-five (45) days prior to the end of the Contract, as required pursuant to Education Code Section 35031.

Termination for Cause

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

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

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

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

49. Any decision to terminate School Director for cause shall be effective upon the date determined by Board, except that such date shall not be sooner than thirty (30) calendar days after the notice of termination is given to School Director. In the event that School Director

is terminated for cause, all rights and obligations of the Parties under the Contract shall be deemed fully satisfied on the effective date of the termination and School Director shall not be entitled to any further benefit under the Contract including, but not limited to, the benefits described in Paragraphs 3 through 9, inclusive.

50. A determination as to whether cause exists to terminate School Director shall always be at the sole discretion of Board.

Termination without Cause

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

Termination by Mutual Consent

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

Cash Settlements

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

Termination by Death

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

School Director Indemnification

56. Charter Schools shall include School Director as a named insured in its liability and errors and omissions insurance policies.
57. Charter Schools shall, to the full extent permitted by law, defend, hold harmless, and indemnify School Director from any and all demands, claims, suits, actions, and legal proceedings brought against him or her in his or her personal capacity or in his or her official capacity as an agent and/or employee of Charter Schools, provided that the incident arose while School Director was acting on matters related to his or her employment with Charter Schools.
58. In no event will any individual Board member be personally liable for indemnifying School Director.

General Provisions

Full and Complete Contract

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

Entire Contract

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

Applicable Laws

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

Construction

62. The Contract will be liberally construed to effectuate the intention of the Parties with respect to the transaction described herein. In determining the meaning of, or resolving any

ambiguity with respect to, any word, phrase or provision of the Contract, it is understood and agreed that the Parties have participated equally or have had equal opportunity to participate in the drafting hereof and no such contract term shall be construed or resolved against either party based on any rule of construction.

Delivery of Notices

63. All notices permitted or required under the Contract shall be given to School Director at the following address: 2311 Fickle Hill Road, Arcata, CA 95521

Charter Schools at the following address: 2120 Campton Road, Suite H, Eureka, CA 95503

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

Headings

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

Attorney's Fees

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

Severability

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

Abuse of Office

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

69. Pursuant to Government Code Section 53243.2, any funds received by School Director from Charter Schools resulting from Board's decision to terminate School Director without cause pursuant to Paragraphs 51 and 52, inclusive, shall be fully reimbursed to Charter Schools if School Director is convicted of a crime involving the abuse of his or her powers of office. If Charter Schools funds the criminal defense of School Director against charges involving the abuse of his or her office or position, and School Director is then convicted of those charges,

School Director shall fully reimburse Charter Schools for all Charter Schools funds paid for School Director's criminal defense.

Governing Law and Venue

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

No Assignment

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

Conflict with Board Policies

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

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

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

Name, Board President

Signature, Board President

Date

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

Signature, School Director

Date

Agenda Item 4.
ACTION ITEMS

Subject:

4.4 Approval of Declaration of Need for 2021-2022 for NU-HCS

Action Requested:

Approval

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

The Declaration of Need is completed, Board approved and submitted to the California Commission on Teacher Credentialing when the school anticipates being unable to hire a teacher who is not appropriately credentialed or authorized for the assignment or when the school will be utilizing teachers in an internship program.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-22

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Northern United - Humboldt Charter School District CDS Code: 12-10124-0137364

Name of County: Humboldt County CDS Code: 12

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 /17 /2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

Shari Lovett  Director
Name Signature Title

707-445-2430 707-445-2660 x110 June 17, 2021
Fax Number Telephone Number Date

2120 Campton Road, Suite H, Eureka, CA 95503
Mailing Address

slovett@nucharters.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**
Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	2 _____
Bilingual Authorization (applicant already holds teaching credential)	_____ _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	
Special Education	0
TOTAL	2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? one

If yes, list each college or university with which you participate in an internship program.

Cal State Teach through the California State University system

If no, explain why you do not participate in an internship program.

Agenda Item 4.
ACTION ITEMS

Subject:

4.5 Approval of Declaration of Need for 2021-2022 for NU-SCS

Action Requested:

Approval

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

The Declaration of Need is completed, Board approved and submitted to the California Commission on Teacher Credentialing when the school anticipates being unable to hire a teacher who is not appropriately credentialed or authorized for the assignment or when the school will be utilizing teachers in an internship program.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Lynda Speck



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2021-22

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Northern United - Siskiyou Charter School District CDS Code: 47-10470-0137372

Name of County: Siskiyou County CDS Code: 47

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 /17 /2021 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2022.

Submitted by (Superintendent, Board Secretary, or Designee):

Shari Lovett *Shari Lovett* Director
Name Signature Title

707-445-2430 707-445-2660 x110 June 17, 2021
Fax Number Telephone Number Date

2120 Campton Road, Suite H, Eureka, CA 95503
Mailing Address

slovett@nucharters.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	2 _____
Bilingual Authorization (applicant already holds teaching credential)	_____ _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____ _____
Teacher Librarian Services	_____ _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	
Special Education	1
TOTAL	3

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? one

If yes, list each college or university with which you participate in an internship program.

California State University Cal State Teach program

If no, explain why you do not participate in an internship program.

Agenda Item 4.

ACTION ITEMS

Subject:

4.6 Approval of 2021-2022 Local Control and Accountability Plan with Budget Overview for Parents, LCAP and LCP Annual Update for NU-HCS

Action Requested:

Approval

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

A public hearing for the LCAP was held on June 17, 2021.

Using data and local stakeholder input, the LCAP attempts to capture and reduce to writing what our school does well and areas for growth. It represents the goals of all stakeholders and includes the resources the school allocates to reach these goals.

The administrative staff in cooperation with our business office, and the Humboldt County Office of Education (HCOE) have developed the 2021-22 LCAP.

This document was developed in coordination with the development of the 2021-2022 school budget. The draft has been reviewed by HCOE.

The LCAP has two goals:

1. Northern United - Humboldt Charter School will improve student performance outcomes in all academic areas.
2. Northern United - Humboldt Charter School will improve school climate and parent/community involvement to promote and cultivate a positive, safe environment for all.

In addition to the LCAP, this item also includes a Budget Overview for Parents and Annual Updates of the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan (LCP).

Fiscal Implications:

The LCAP and budget mirror each other

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

Agenda Item 4.
ACTION ITEMS

Subject:

4.7 Approval of 2021-2022 Local Control and Accountability Plan with Budget Overview for Parents, LCAP and LCP Annual Update for NU-SCS

Action Requested:

Approval

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

A public hearing for the LCAP was held on June 17, 2021.

Using data and local stakeholder input, the LCAP attempts to capture and reduce to writing what our school does well and areas for growth. It represents the goals of all stakeholders and includes the resources the school allocates to reach these goals.

The administrative staff in cooperation with our business office, and the Siskiyou County Office of Education (SCOE) have developed the 2021-22 LCAP.

This document was developed in coordination with the development of the 2021-2022 school budget. The draft has been reviewed by SCOE.

The LCAP has three goals:

1. NU-SCS will improve student performance on statewide assessments and other performance outcomes.
2. NU-SCS will provide all students access to appropriate educational conditions of learning and a broad course of study.
3. NU-SCS will increase stakeholder engagement and maintain a positive school climate.

In addition to the LCAP, this item also includes a Budget Overview for Parents and Annual Updates of the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan (LCP).

Fiscal Implications:

The LCAP and budget mirror each other

Contact Person/s: Shari Lovett, Kirk Miller

Agenda Item 4.
ACTION ITEMS

Subject:

4.8 Approval of 2021-2022 Final Budget Adoption for NU-HCS

Action Requested:

Approval

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

A public hearing for the Budget was held on June 17, 2021.

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

Fiscal Implications:

As stated in the budget

Contact Person/s: Shari Lovett, Tammy Piconni

Agenda Item 4.
ACTION ITEMS

Subject:

4.9 Approval of 2021-2022 Final Budget Adoption for NU-SCS

Action Requested:

Approval

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

A public hearing for the Budget was held on June 17, 2021.

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

Fiscal Implications:

As stated in the budget

Contact Person/s: Shari Lovett, Tammy Piconni

Agenda Item 4.
ACTION ITEMS

Subject:

4.10 Approval of the Consolidated Application and Assurances with all Associated Data Collections and Reporting Requirements 2021-2022 for NU-SCS

Action Requested:

Approval

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

The Consolidated Application declares that we are applying for Title I, Title II and Title IV funds for the 2021-2022 school year. This approval is for the Consolidated Application, assurances, and all associated data collections. See attached.

Fiscal Implications:

Title I, II and IV funding

Contact Person/s: Shari Lovett, Tammy Picconi

2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/17/2021
---	------------

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Not applicable

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

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2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

<p>Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127</p>	<p>Yes</p>
<p>Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126</p>	<p>Yes</p>

*****Warning*****

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2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Shari Lovett
Authorized Representative's Signature	
Authorized Representative's Title	Director
Authorized Representative's Signature Date	06/17/2021

*****Warning*****

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2021-22 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/28/2018
Authorized Representative's Full Name	Shari Lovett
Authorized Representative's Title	Director

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Wendy
Homeless liaison last name	Kerr
Homeless liaison title	Counselor
Homeless liaison email address (Format: abc@xyz.zyx)	wkerr@nuarters.org
Homeless liaison telephone number (Format: 999-999-9999)	707-445-2660
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.10

Homeless Liaison Training Information

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	09/20/2018
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2020-21 Title I, Part A LEA allocation	\$41,778
2020-21 Title I, Part A direct or indirect services to homeless children reservation	\$417
Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$417
Homeless services provided	Homeless students automatically qualify for Title I services, therefore, the Title I; Part A funds, including reserved funds, provide academic support to all homeless students. In addition, reserved funds can be used to support transportation costs or school and hygiene supplies as needed.

*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

(Maximum 500 characters)	
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Shari Lovett
Authorized Representative's Title	Director
Authorized Representative's Signature Date	06/17/2021
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2021-22 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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2018-19 Title II, Part A Fiscal Year Expenditure Report, 36 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2018-19 Title II, Part A allocation	\$5,637
Transferred-in amount	\$0
Transferred-out amount	\$0
2018-19 Total allocation	\$5,637

Professional Development Expenditures

Professional development for teachers	\$5,637
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$5,637
2018-19 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2019-20 Title II, Part A allocation	\$5,918
Transferred-in amount	\$0
Transferred-out amount	\$0
2019-20 Total allocation	\$5,918

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	\$5,918
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$5,918
2019-20 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$5,771
Transferred-in amount	\$0
Transferred-out amount	\$0
2020-21 Total allocation	\$5,771

Professional Development Expenditures

Professional development for teachers	
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	\$5,771
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$5,771
2020-21 Unspent funds	\$0

*****Warning*****

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**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

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

Legal Assurances
June 7, 2021

Consolidated Categorical Aid Programs, Program Year 2021–22

The applicant agency, by signature of its authorized representative (district superintendent or designee) on the Certification of Assurances or on the first page of the application, hereby assures the California State Board of Education that the agency will adhere to the following legal assurances.

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321; PL 114-95, §1118(b)(1))

7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC §64001; 20 USC §6311; PL 114-95, §1111(d)(1)(2))
10. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
11. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)
12. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
14. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)

15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)

23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management web page at <https://www.sam.gov/SAM/>.

Local Educational Agency Plan General Assurances

Any applicant, other than a State educational agency (SEA) that submits plan or application under this Act, shall have on file with the SEA a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that—

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications. (20 United States Code (USC) §7846, Public Law (PL) 114-95, §8306(a)(1))
2. (a) The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in an eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and
(b) The public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes. (20 USC §7846, PL 114-95, §8306(a)(2))
3. The applicant will adopt and use proper methods of administering each such program, including—
 - a. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation. (20 USC §7846, PL 114-95, §8306(a)(3))
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the SEA, the Secretary, or other federal officials. (20 USC §7846, PL 114-95, §8306(a)(4))
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each such program. (20 USC §7846, PL 114-95, §8306(a)(5))
6. The applicant will—
 - a. Submit such reports to the SEA (which shall make the reports available to the Governor) and the Secretary as the SEA and Secretary may require to enable the SEA and the Secretary to perform their duties under each such program; and
 - b. Maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEAs or the Secretary's duties. (20 USC §7846, 114-95, §8306(a)(5))

7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment. (20 USC §7846, PL 114-95, §8306(a)(7))
8. Each LEA requesting funds shall provide an assurance that it is in compliance with State law requiring LEA's to expel from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school. State law shall allow the chief administering officer or a LEA to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing. (20 USC §7961; PL 114-95, §8561(d)(1))
9. Each grantee receiving funds under this Act understands the importance of privacy protections for students and is aware of the responsibilities of the grantee under section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly known as the "Family Education Rights and Privacy Act of 1974"). (20 USC §7928; PL 114-95, §8548)

Title I, Part A, Local Educational Agency Plan Assurances

Each local educational agency (LEA) plan shall provide assurances that the LEA will—

1. Ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part. (20 United States Code (USC) §6312; Public Law (PL) 114-95, §1112(c)(1))
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with ESEA §1117, and timely and meaningful consultation with private school officials regarding such services. (20 USC §6312; PL 114-95, §1112(c)(2))
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 USC §9622(b)(3)). (20 USC §6312; PL 114-95, §1112(c)(3))
4. Coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. (20 USC §6312; PL 114-95, §1112(c)(4))
5. Collaborate with the state or local child welfare agency to—
 - a. designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and
 - b. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 USC §675(4)(A)); and
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if;
 - A. the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
 - B. the LEA agrees to pay for the cost of such transportation; or
 - C. the LEA and the local child welfare agency agree to share the cost of such transportation. (20 USC §6312; PL 114-95, §1112(c)(5))

6. Ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. (20 USC §6312; PL 114-95, §1112(c)(6))
7. In the case of an LEA that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 USC §9836a(a)). (20 USC §6312; PL 114-95, §1112(c)(7))
8. At the beginning of each school year, parents shall be notified of their right to request, and the LEA will provide in a timely manner upon request, information regarding classroom teachers' professional qualifications. Additionally, a school that receives funds shall provide timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. (20 USC §6312; PL 114-95, §1112(e)(1)(A), §1112(e)(1)(B)(ii))

Title I, Part A, Comparability Assurances

1. Each local educational agency (LEA) shall be considered to have met the requirements of comparability of services if the LEA has filed with the State educational agency a written assurance that such LEA has established and implemented (20 United States Code (USC) §6321; Public Law (PL) 114-95, §1118(c)(2)(A))—
 - i. a LEA-wide salary schedule;
 - ii. a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
 - iii. a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

2. For the purpose of this subsection, in the determination of expenditures per pupil from State and local funds, or instructional salaries per pupil from State and local funds, staff salary differentials for years of employment shall not be included in such determinations. (20 USC §6321; PL 114-95, §1118(c)(2)(B))

3. A LEA need not include unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year in determining comparability of services under Title I. (20 USC §6321; PL 114-95, §1118(c)(2)(C))

Title I, Part A, Education for Children in Foster Care Assurances

1. Foster youth referred in the following assurances are defined as youth under the care and placement of Title IV-E agency which includes Child Welfare and Probation. (Welfare and Institutions Code §11400(k); Title 45 Code of Federal Regulations §1355.20(a))
2. The local educational agency (LEA) will enroll foster youth or allow the foster youth to remain in their school of origin, unless a determination is made that it is not in the child's best interest to attend that school. Best interest factors include, but are not limited to, appropriateness of the current educational setting and proximity to the school in which the child is enrolled at the time of placement. (20 United States Code (USC) §6311; Public Law (PL) 114-95, §1111(g)(1)(E)(i))
3. LEAs will ensure that if a determination is made that it is not in the student's best interest to remain in the school of origin, the student will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment. (20 USC §6311; PL 114-95, §1111(g)(1)(E)(ii))
4. LEAs will immediately contact the school of origin to obtain relevant academic and other records. (20 USC §6311; PL 114-95, §1111(g)(1)(E)(iii))
5. LEAs will designate a point of contact (POC) if the corresponding child welfare agency notifies the LEA in writing that it has designated an employee to serve as a POC for the LEA. (20 USC §6311; PL 114-95, §1112 (c)(5)(A))
6. LEAs will collaborate with the state or local child welfare agency to, by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 USC §675(4)(A)); and
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:
 - I. the local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
 - II. the LEA agrees to pay for the cost of such transportation; or
 - III. the LEA and the local child welfare agency agree to share the cost of such transportation. (20 USC § 6312; PL 114-95; §1112(c)(5)(B))

Title I, Part A, Title X, Part C, Education for Homeless Children and Youths Assurances

1. The local educational agency (LEA) shall reserve Title I, Part A funds as are necessary to provide comparable services to homeless children and youths that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children and youths in public schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. (20 United States Code (USC) §6313; Public Law (PL) 114-95, §1113(c)(3)(A))
2. This reservation requirement is not formula driven. The method of determination of such funds shall be determined;
 - i. Based on the total allocation received by the LEA; and
 - ii. Prior to any allowable expenditure or transfers by the LEA. (20 USC §6313; PL 114-95, §1113(c)(3)(B))
3. LEAs will demonstrate coordination with the McKinney-Vento Homeless Assistance Act. (20 USC §6312; PL 114-95, §1112(a)(1)(B))
4. Each LEA plan shall describe the services the LEA will provide homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths. (20 USC §6312; PL 114-95, §1112(b)(6))
5. LEAs will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. (42 USC §11432; PL 114-95, §722(g)(1)(J)(i))
6. LEAs will designate an appropriate staff person, able to carry out the duties described in 42 USC §11432(g)(6), and as an LEA liaison for homeless children and youths, will fulfill their required duties and ensure equal access to a free, appropriate public education for homeless children and youths. (42 USC §11432; PL 114-95, §722(g)(1)(J)(ii))
7. LEAs will adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, in accordance with the following, as applicable:
 - i. If the child or youth continues to live in the area served by the LEA in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the LEA in which the school of origin is located, or
 - ii. If the child's or youth's living arrangements in the area served by the LEA of origin terminate and the child or youth, though continuing the child's or youth's

education in the school of origin, begins living in an area served by another LEA, the LEA of origin and the LEA in which the child or youth is living shall agree upon a method to apportion the responsibility and costs for providing the child or youth with transportation to and from the school of origin. If the LEAs are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally. (42 USC §11432; PL 114-95, §722(g)(1)(J)(iii))

8. LEAs will adopt policies and practices to ensure participation by LEA liaisons in professional development and other technical assistance activities, as determined appropriate by the State Coordinator. (42 USC §11432; PL 114-95, §722(g)(1)(J)(iv))

Title II, Part A, Supporting Effective Instruction Assurances

1. The local educational agency (LEA) will conduct meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a LEA that has charter schools), parents, community partners, and other organizations or partners. The results will be used to create a plan that describes the LEA's system of professional growth and improvement, how the LEA prioritizes funds for activities under section 1111(d) and section 1124(c), and how the LEA uses data and ongoing consultation to continually update and improve its plan. The LEA shall coordinate the activities under this part with other related strategies, programs, and activities being conducted in the community. (20 United States Code (USC) §6612; Public Law (PL) 114-95, §2102(b)(2)(B), 2102(b)(2)(C), 2102(b)(2)(D), §2102(b)(3)(A), §2102(b)(3)(C))
2. The LEA will comply with the requirements regarding participation by private school children and teachers. (20 USC §6612; PL 114-95, §2102(b)(2)(E))
3. The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. (20 USC §6612; PL 114-95, §2102(b)(2)(F))
4. The programs and activities described in the LEA plan will be in accordance with the purpose of Title II, Part A and address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students in accordance with the type of activities authorized under this Section. (20 USC §6613; PL 114-95, §2103(b))
5. The LEA plan shall describe how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (20 USC §6312; PL 114-95, §1112(b)(2))
6. The LEA will use funds to meet the requirements contained in Title II, Part A, and all other applicable provisions of the ESEA as amended by the Every Student Succeeds Act; funds made available under Title II, Part A shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II, Part A. The LEA will submit necessary documentation of compliance with requirements upon request to the California Department of Education. (20 USC §6613, 20 USC §6614, 20 USC §6691; PL 114-95, §2103(b), §2104(b), §2301)
7. The LEA will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained

through alternative routes to certification. (20 USC §6312(c)(6); PL 114-95, §1112(c)(6))

Agenda Item 4.
ACTION ITEMS

Subject:

4.11 Approval of the Co-Op Service Agreement for NU-HCS for 2021-2022

Action Requested:

Approval

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

The Humboldt County Co-Op provides services for federal programs as listed within the attached agreement. The Board votes on this service agreement each year. The rate was not increased this year. See attached.

Fiscal Implications:

\$3,742


Contact Person/s: Shari Lovett, Tammy Picconi

2021-22

I authorize the Humboldt County Co-op to complete the electronic submission of the Consolidated Application to the California Department of Education on behalf of the District. With this authorization, I will grant permissions to the Humboldt County Co-op Director to certify the reports and data collections using information provided by myself or district staff in the Consolidated Application and Reporting System.

Northern United – Humboldt Charter School

(District/LEA Name)



(Superintendent/Designee Signature)

Shari Lovett

(Superintendent/Designee Printed Name)

6/18/2022

(Date)

CO-OP SERVICE AGREEMENT 2021-2022

The Humboldt County Superintendent of Schools, acting as the Local Education Agency for the Humboldt County Cooperative (Co-op), and the **Northern United Charter Schools** as a **Tier 6** Co-op Member, do mutually agree as follows:

I. LEA Responsibilities

1. LEAs will be assessed a flat rate fee for membership in the Co-op. This fee is graduated (see chart below) and calculated on prior year's income from state and federal programs as selected by the Co-op Finance Committee. The general membership will review and approve membership fee rate recommendations from the Finance Committee at an annual meeting. The membership fee will be charged to the federal or state program(s) identified by each LEA.

Categorical Programs Entitlements Totals		Flat Fee
Under \$25,000	Tier 1	\$506
\$25,001 to \$50,000	Tier 2	\$760
\$50,001 to \$100,000	Tier 3	\$1,327
\$100,001 to \$200,000	Tier 4	\$2,077
\$200,001 to \$500,000	Tier 5	\$2,895
\$500,001 to \$900,000	Tier 6	\$3,742
Over \$900,000	Tier 7	\$4,605

2. Member LEAs shall be responsible for their own annual fiscal compliance.

II. Humboldt County Office of Education Services

The Humboldt County Superintendent agrees to provide the following services to the Co-op members:

1. Provide information about on-going, and new, state and federal categorical programs. This support to include information on eligibility, governing regulations, reporting requirements and use of funds. Information to be dispersed at meetings, via email, online,

CO-OP SERVICES AGREEMENT

2021-22

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by personal phone contact or meetings on site. Assistance with specific LEA needs or requests will be available by phone, email or site visit from the Co-op Director.

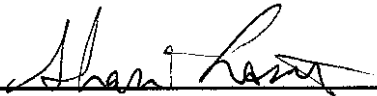
2. Assist member LEAs with completing and submitting State mandated forms including the Consolidated Application (Con App) for Funding Categorical Programs in a timely and accurate manner. Co-op staff will also amend and revise Con App forms as requested by member LEAs. Instructions on use of funds and related legal Assurances will be provided on a regular basis and as requested by individual LEAs both as hard copy and electronically. Fiscal transactions and recommendations will be coordinated with HCOE Business Department staff.
3. Assist school staff to develop Local Control Accountability Plans (LCAP) and Title I LEA and School-wide Program plans which will be compliant with all requirements. Facilitate goal writing and action/services development meetings. Provide sample materials, networking opportunities and sharing of best practices
4. Assist LEA staff with annual revisions and updates to the LEA Plan and LCAP.
5. Assist School Site Councils to update the Single Plan for Student Achievement and align to district LCAP. Collect and format student data to share with SSC when analyzing data for school needs assessment. Facilitate planning and development meetings.
6. Assist LEAs with grant opportunities by identifying opportunities, reviewing applications or assisting with grant development and writing.
7. Direct to resources on compliant policies, procedures and documents necessary to meet state requirements for Federal Program Monitoring (FPM) and to HCOE staff responsible for county FPM coordination including networking opportunities, sharing of best practices and access to the on-line forum for posting sample FPM documents.
8. Provide guidance and resources, training as needed on state and federal accountability systems & assessments.
9. Serve as a resource for LEAs to research state/federal mandates that apply to the member LEAs. Inform member LEAs of changes in regulations in a timely fashion to insure compliance.
10. Provide training and on-going, on-site support for administrators, LCAP leadership teams and School Site Councils. Offer annual trainings and respond to individual requests for LEA or site level trainings when needed.
11. Assist LEAs with understanding CALPADS data reporting requirements and its implications on funding and accountability.

CO-OP SERVICES AGREEMENT

2021-22

Page 3 of 3

12. Organize group purchase of services or products, or consortia of interested member LEAs to enter into agreements for services, as requested by member LEAs.



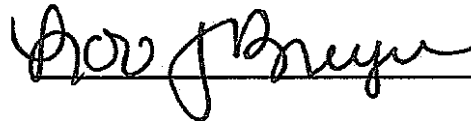
LEA Superintendent, Director or Designee

FOR

Northern United Charter Schools

DATE: 6/18/2021

//



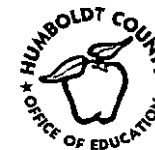
Lori Breyer, Co-op Director

FOR

**Humboldt County
Office of Education**

DATE: 5/28/21

2021-2022 Consortium for Consolidated Programs Fee Transfer Form



I hereby authorize the Humboldt County Office of Education Business Office to deduct the 2021-2022 CO-OP service fee from the accounts specified below. Please write-in the full 16-digit account code numbers, and sign and date the form. Please return the completed form to Carly Wallace in the HCOE Business Office by August 9, 2021. The transfer will not be processed until September 1, 2021.

Amount	Resource Name	16- Digit Account Code
\$ _____	LCFF	__ - 0000 - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __
\$ _____	Title 1, Part A, Basic	__ - 3010 - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __
\$ <u>3,742</u>	Title II, Part A, Improving Teacher Quality	<u>02</u> - 4035 - <u>0-1110-2150-5811-000-0000</u>
\$ _____	REAP (RLIS – Rural Low Income Schools)	__ - 4126 - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __
\$ _____	REAP (Small Rural Schools Achievement Program)	__ - 5820 - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __
\$ _____	Other	__ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __
\$ _____	Other	__ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __ - __
\$ <u>3,742</u>	Total 2021-22 CO-OP Fee	

Northern United Humboldt Charter

(District Name)

June 18, 2021

(Date)

Shari Lovett

(Printed Name)

Shari Lovett

(Authorized Representative Signature)

Agenda Item 4.
ACTION ITEMS

Subject:

4.12 Approval of HCOE Signature Authorization for NU-HCS for 2021-2022

Action Requested:

Approval

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

Each year the Board approves those authorized to sign for notices of employment, contracts and orders drawn on the funds of the district. See attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett

AUTHORIZATION FOR FISCAL YEAR: 20-21

CS-7

DATE: June 15, 2021

SCHOOL DISTRICT Northern United-Humboldt Charter

CERTIFICATION

This is to certify that the Board of Trustees of the above stated School District passed the following motion at its June 15, 2021 meeting authorizing the following to sign commercial warrants and payroll payment orders as agent of the Board.

"It was moved by _____
 and seconded by _____
 that Shari Lovett Rosemary Kunkler _____
Tammy Riceoni Jeff Lanphere _____
Lynda Speck _____

Be authorized to sign commercial warrants and payroll payment orders as agent of the Board of trustees of the Northern United-Humboldt Charter School District.

Ayes (Members' Names): _____

Noes (Members' Names): _____

Motion Carried."

Authorized Signatures:

Board of Trustees Signatures:

(signed) Clerk, Board of Trustees

05/17BUS/forms/CS-7

Return to HCOE Business Office

AUTHORIZATION FOR FISCAL YEAR: 21-22

CS-1

DATE: June 18, 2021

SCHOOL DISTRICT Northern United - Humboldt Charter

WARRANT DISTRIBUTION AUTHORIZATION

Please complete and return to Humboldt County Office of Education's Business Office.

Please check appropriate box(es).

PAYROLL

Will pick up when ready

Names of persons authorized to pick up payroll warrants:
Shari Lovitt, Tammy Picconi, Lynda Speck, Rosemary Kunkler

Please list an after hours emergency number: (707) 499-6609

Mail all payroll to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

Other (specify) _____

COMMERCIAL WARRANTS

Will pick up when ready

Please list emergency number: (707) 499-6609

Courier

Mail all APY warrants to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

Mail all VOL DED warrants to: *Individual's Name* _____
(Postage cost to be reimbursed to HCOE)

Other (specify) _____

DISTRICT AUTHORIZATION

Superintendent or Trustee *Shari Lovitt*

Return to HCOE Business Office

Agenda Item 4.
ACTION ITEMS

Subject:

4.13 Approval of SCOE Signature Authorization for NU-SCS for 2021-2022

Action Requested:

Approval

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

Each year the Board approves those authorized to sign for notices of employment, contracts and orders drawn on the funds of the district. See attached.

Fiscal Implications:

None

Contact Person/s: Shari Lovett



SISKIYOU COUNTY
OFFICE OF EDUCATION

AUTHORIZATION FOR PICK-UP OF DISTRICT DOCUMENTS 2021/2022

DISTRICT NAME: Northern United - Siskiyou Charter School
Superintendents Name: Shari Lovett
Address: 423 South Broadway
City, State and Zip: Yreka, CA 96097

The following people are authorized to pick up documents for Northern United - Siskiyou Charter
School/District

NAME: *(First and Last)*

CHECK ALL THAT APPLY

- | | | | | |
|-------------------------|--|---|---|--|
| 1. <u>Kirk Miller</u> | <input checked="" type="checkbox"/> Warrants | <input checked="" type="checkbox"/> Payroll | <input checked="" type="checkbox"/> W2s | <input checked="" type="checkbox"/> Confidential Documents |
| 2. <u>Vivien Haster</u> | <input checked="" type="checkbox"/> Warrants | <input checked="" type="checkbox"/> Payroll | <input checked="" type="checkbox"/> W2s | <input checked="" type="checkbox"/> Confidential Documents |
| 3. <u>Shari Lovett</u> | <input checked="" type="checkbox"/> Warrants | <input checked="" type="checkbox"/> Payroll | <input checked="" type="checkbox"/> W2s | <input checked="" type="checkbox"/> Confidential Documents |
| 4. _____ | <input type="checkbox"/> Warrants | <input type="checkbox"/> Payroll | <input type="checkbox"/> W2s | <input type="checkbox"/> Confidential Documents |
| 5. _____ | <input type="checkbox"/> Warrants | <input type="checkbox"/> Payroll | <input type="checkbox"/> W2s | <input type="checkbox"/> Confidential Documents |

AUTHORIZED BY: Shari Lovett
Superintendent/Business Representative

DATE: 6/18/2021

Please contact Jamie Cramer at 842-8412 in the Business Department when you have changes in your staff or need to update your authorized personnel. You may also fax your form with any changes to 842-8436, Attn: Jamie Cramer.

THANK YOU!



CERTIFICATION OF SIGNATURES

Northern United - Siskiyou Charter School
(DISTRICT NAME)

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections K-12 Districts: 35143, 42635 and 42633. If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: 7/1/2021 to 6/30/2022. In accordance with governing board approval dated June 18, 2021. (Attach board minutes)

Signature: _____
Clerk/Secretary of the Board

Typed Name: _____
Clerk/Secretary of the Board

COLUMN 1

Signatures of Members of the Governing Board

Note: Please TYPE name under signature.

Signature	Initials
Typed Name <u>Jere Cox</u>	
President of the Board of Trustees/Education	
Signature	Initials
Typed Name <u>Bianca Garza</u>	
Clerk/Secretary of the Board of Trustees/Education	
Signature	Initials
Typed Name <u>Rosemary Kunkler</u>	
Member of the Board of Trustees/Education	
Signature	Initials
Typed Name <u>Jeff Landherr</u>	
Member of the Board of Trustees/Education	
Signature	Initials
Typed Name <u>Melissa Johnson</u>	
Member of the Board of Trustees/Education	
Signature	Initials
Typed Name	
Member of the Board of Trustees/Education	
Signature	Initials
Typed Name	
Member of the Board of Trustees/Education	

COLUMN 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment and Contracts:

Signature	Initials
Typed Name	
Title	
Signature	Initials
Typed Name	
Title	
Signature	Initials
Typed Name	
Title	
Signature	Initials
Typed Name	
Title	
Signature	Initials
Typed Name	
Title	
Signature	Initials
Typed Name	
Title	

Number of Signatures Required	
Orders for salary payments: _____	Orders for commercial payments: _____
Notices of employment: _____	Contracts: _____

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Agenda Item 4.

ACTION ITEMS TO BE CONSIDERED

Subject:

4.14 Approval of the MOU between NU-HCS and NU-SCS for 2021-2022

Action Requested:

Approval

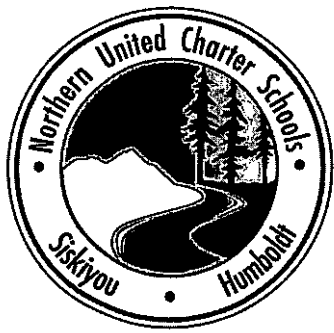
Previous Staff/Board Action, Background Information and/or Statement of Need:

Because NU-HCS and NU-SCS have the same federal tax ID number, the payroll for those employees working for both entities must be completed by one county office. HCOE completes the payroll for these individuals and the individuals are paid by NU-HCS. NU-SCS reimburses NU-HCS for their share of the cost of these employees. See attached MOU with Attachment A and invoices.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Tammy Picconi



Northern United Charter Schools

Learning Today, Leading Tomorrow

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

School Director

Shari Lovett

Board of Directors

Jere Cox – President

Bianca Garza – Vice President

Rosemary Kunkler

Jeff Lanphere

Melissa Johnson

Memorandum of Understanding Between Northern United-Humboldt Charter School and Northern United-Siskiyou Charter School 2021-2022

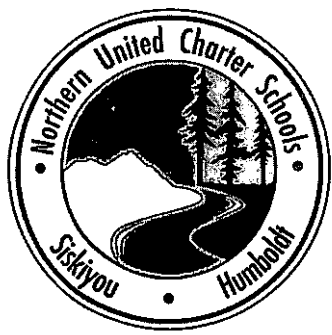
Northern United-Humboldt Charter School (NU-HCS) and Northern United-Siskiyou Charter School (NU-SCS) share the same federal tax ID number. Therefore, the payroll for employees who work for both schools must be completed through only one school's County Office payroll system.

NU-HCS agrees to run the payroll for these shared employees through Humboldt County Office of Education's payroll system. NU-SCS agrees to reimburse NU-HCS for its portion of the payroll expenditures. These expenditures shall include the appropriate salary percentage of the employee's FTE and applicable payroll benefits (PERS, STRS, FICA, Medicare, Alternate Retirement, Health Benefits, and Workers Comp). The employees included in this MOU, as well as their associated costs, are listed on Attachment A.

NU-HCS will invoice and NU-SCS will reimburse NU-HCS two times a year once by December 10, 2021 and the other by May 10, 2022. The term of this agreement is from July 1, 2021 through June 30, 2022.

Chairman of the Board
Northern United Charters Schools

School Director
Northern United Charter Schools



Northern United Charter Schools

Learning Today, Leading Tomorrow

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

School Director

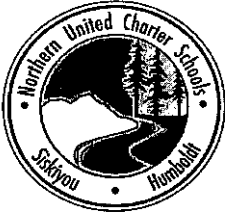
Shari Lovett

Board of Directors

Jere Cox – President
Bianca Garza – Vice President
Rosemary Kunkler
Jeff Lanphere
Melissa Johnson

ATTACHMENT A

Qty.	Employee	Position	FTE	Contracted Services
1	Block, Mitch	Psychologist	.10	\$10,273.57
1	Churchill-Bos, Janna	Director of Special Education	.30	\$32,337.54
1	Fraser, Judith	Learning Record Checker	.50	\$42,587.08
1	Kennedy, Roxanne	Registrar	.30	\$23,619.76
1	Kerr, Wendy	Counselor	.10	\$8,685.40
1	Lindauer, Asiana	Student Records Technician	.30	\$19,513.88
1	Lovett, Shari	Director	.20	\$33,201.54
1	Miller III, Harold Kirk	Regional Director	.60	\$90,918.96
1	Mueller, Timothy	Director of Technology	.20	\$20,237.16
1	Nakoa, Melissa	Counselor	.50	\$41,033.62
1	Picconi, Tammy	Director of Fiscal Services	.10	\$10,384.30
1	Speck, Lynda	Director of Personnel	.10	\$9,603.10
1	Sylvia, Jennah	ELO Intervention Teacher	.10	\$8,278.08



Northern United Charter Schools

NORTHERN UNITED CHARTER SCHOOLS
Learning Today, Leading Tomorrow

May 10, 2022
2022-2

From: Northern United - Humboldt
Charter School
2120 Campton Road, Suite H
Eureka, CA 95503

To: Northern United - Siskiyou
Charter School
423 S. Broadway
Yreka, CA 96097

2nd SEMESTER

Qty	Employee FTE	Employee Name	Contracted Gross Amount	Master Stipend Amount	Statutory Benefits Amount	H & W Amount	Total Contracted Amount
1	.05	Block, Mitch	\$3,475.00	\$27.50	\$688.94	\$961.80	\$5,153.24
1	.15	Churchill-Bos, Janna	\$11,100.00	\$0.00	\$2,183.37	2,885.40	\$16,168.77
1	.25	Fraser, Judith	\$13,775.00		\$2,709.54	\$4,809.00	\$21,293.54
1	.15	Kennedy, Roxanne	\$7,125.00		\$2,341.28	\$2,343.60	\$11,809.88
1	.05	Kerr, Wendy	\$3,275.00	\$27.50	\$649.60	\$390.60	\$4,342.70
1	.15	Lindauer, Asiana	\$5,928.00		\$1,947.94	\$1,881.00	\$9,756.94
1	.1	Lovett, Shari	\$12,264.70		\$2,412.47	\$1,923.60	\$16,600.77
1	.3	Miller III, Harold Kirk	\$32,600.00	\$165.00	\$6,444.88	\$6,249.60	\$45,459.48
1	.1	Mueller, Timothy	\$6,440.00		\$2,116.18	\$1,562.40	\$10,118.58
1	.25	Nakoa, Melissa	\$15,375.00	\$137.50	\$3,051.31	\$1,953.00	\$20,516.81
1	.05	Picconi, Tammy	\$3,320.00		\$1,090.95	\$781.20	\$5,192.15
1	.05	Speck, Lynda	\$3,320.00		\$1,090.95	\$390.60	\$4,801.55
1	.05	Sylvia, Jennah	2,655.00		\$522.24	961.80	\$4,139.04
						\$	-
						\$	-
						\$	-
						\$	-
						\$	-
						\$	-
						\$	-
						\$	-
						\$	-
						\$	175,353.45

Subtotal: \$175,353.45

Agenda Item 5.
DISCUSSION ITEMS

Subject:

5.1 Report on the Local Indicators for the California School Dashboard for NU-HCS

Action Requested:

None

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

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. In addition to the State indicators, each LEA is responsible for reporting on local indicators that address additional local priorities. These local indicators must be approved by the Board prior to July 1, 2021. For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data. This information is self-reported. There are 8 State priority areas (addressed in the LCAP. Five of those are considered "Local Indicators": Basic Conditions, Implementation of State Academic Standards, Parent Engagement, School Climate, and Access to a Broad Course of Study

The State Board of Education approved standards for the local performance indicators that support Local Education Agencies (LEAs) in measuring and reporting their progress within the relevant Local Control Funding Formula (LCFF) priority. For each local performance indicator, the approved standard involves:

- (1) measuring LEA progress on the local performance indicator based on locally available information, and
- (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

LEAs determine whether they have [Met, Not Met, or Not Met for Two or More Years] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the Dashboard, which will allow them to measure and report their progress through the Dashboard user interface. LEAs will collect and reflect on locally available information relevant to progress on that LCFF priority, which will support local planning and improvement efforts.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Julie Smith

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Northern United - Humboldt Charter School	Shari Lovett Director	slovett@nucharters.org (707) 445-2660 Ext. 110

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	1	3.33%
Total Teacher Misassignments	1	3.33%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

--

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language			3		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

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

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In the area of building relationships with our families, we see this as a tremendous strength. With 95.9% of our participants believing that we are at Full Implementation or Full Implementation and Sustainability, it is clear that we are building trusting respectful relationships in which our families feel connected.

As for area(s) of improvement, we will continue to make extra efforts to reach out to all of our more rural families. During the pandemic, it was determined that some of our more rural families lacked internet connection, and this created challenges in relationship building. We will continue to offer hotspots and computers to families as needed in order to improve our outreach to all families.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In the area of building partnerships for student outcomes, the data shows that 89.88% of our participants believe we have Full Implementation or Full Implementation with Sustainability in providing families with information and resources to support student learning and development in the home. Equally important, 91.8% believe we have Full Implementation or Full Implementation with Sustainability with families understanding and exercising their legal rights and advocating for their student's needs. Both of these are strengths according to our respondents.

As for area(s) of improvement, 77.7% of our participants believe that we have Full Implementation or Full Implementation with Sustainability in providing professional learning and support to teachers and principals to improve our school's capacity to partner with families and 73.5% of the respondents believe that we have Full Implementation or Full Implementation with Sustainability progressing in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. Because of this, we are offering stipends for staff to create a course for parents. This course will provide parents with strategies to improve student outcomes.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The area of seeking input for decision making was one of our greatest strengths with 83.3% of our participants responding that we have Full Implementation or Full Implementation with Sustainability in supporting family members to effectively engage in advisory groups and decision-making.

As for area(s) of improvement, in the areas of supporting principals and staff to effectively engage families in advisory groups and with decision-making 77.7% of our participants believe we are at Full Implementation or Full Implementation with Sustainability. Additionally, 77.8% of our participants believe we are at Full Implementation or Full Implementation with Sustainability in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. As for providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels, 73.5% believe we are at Full Implementation or Full Implementation with Sustainability. In order to increase decision-making input by parents, we will increase our outreach to parents for the School Site Council and make it a priority to announce our board meetings and distribute School Site Council and Board meeting agendas.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6- 8, 9-12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Northern United - Humboldt Charter School administered the School Climate Survey to students, parents and staff. While we did receive 76 responses from our participants, our participation rate in this survey is much lower than in past years. This is due to Covid-19 and closure of the school facilities. The respondents included: 22 students, 53 parents and 6 staff members.

Of the 22 students who participated in the survey, 21 of the students were in grades 9-12th. When asked if they felt their school adequately prioritizes their safety, 93.8% of the students stated that they felt safe at school and that their school prioritizes their safety.

In the 6th-8th grade, 1 student participated in the survey process. The student who participated, 100% stated that their school did not place a high priority on school safety.

53 parents participated in the survey with 100% of the parents responding that they felt that Northern United - Humboldt Charter School placed a high priority on their student's safety. Moreover, 94.1% responded that they are provided ample opportunities to participate in their student's education.

6 Staff participated in the survey with 100% stating that they feel connected to their students. Staff also responded with an 83.3% that they feel connected to all staff and are regularly able to collaborate.

Despite a lower participation rate than usual, the data provides a clear picture that students, parents and staff feel safe and a strong sense of connectedness to their school. Given that there were so few students participating in both the k-5th and 6-8th grades, we will be placing emphasis on gaining greater participation in the upcoming school year. Covid-19 and the lack of being on-site did play a major role and lend to the disadvantage of a small sample size. However, in moving forward, we will provide ample time and opportunities for all stakeholders to participate in our survey. This should help significantly in avoiding sampling errors and bias.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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

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

The barriers that we face are usually two areas. The first area of challenge is internet access and the second challenge is transportation. Given that we as an LEA are geographically challenged with our rural students, it is pertinent that we stay abreast of any internet access issues and transportation issues that students may face in interfacing with our online platforms of study or transportation issues in attending college courses or live classes at our learning centers.

We are ever aware of our geographical challenges and the difficulties that may be created for our more rural students. Because of this, we have worked diligently to overcome any barriers that our students and their families may face. Hot spots have been given out to any student in need, this allows students to access all of our online course platforms. Chromebooks and internet access for all students have been a significant area of focus, specifically during the pandemic. Northern United - Humboldt Charter School has invested in vans in order to better accommodate our rural students and their possible transportation issues. Another manner in which we address transportation issues is by providing bus tickets to students in need. We also provide gasoline for students who may choose to enroll in local college courses or have difficulty attending learning center courses or meeting with their teachers due to transportation hardships.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					

Coordinating Instruction	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Agenda Item 5.
DISCUSSION ITEMS

Subject:

5.1 Report on the Local Indicators for the California School Dashboard for NU-SCS

Action Requested:

None

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

California's accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a concise set of measures. In addition to the State indicators, each LEA is responsible for reporting on local indicators that address additional local priorities. These local indicators must be approved by the Board prior to July 1, 2021. For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data. This information is self-reported. There are 8 State priority areas (addressed in the LCAP). Five of those are considered "Local Indicators": Basic Conditions, Implementation of State Academic Standards, Parent Engagement, School Climate, and Access to a Broad Course of Study

The State Board of Education approved standards for the local performance indicators that support Local Education Agencies (LEAs) in measuring and reporting their progress within the relevant Local Control Funding Formula (LCFF) priority. For each local performance indicator, the approved standard involves:

- (1) measuring LEA progress on the local performance indicator based on locally available information, and
- (2) reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

LEAs determine whether they have [Met, Not Met, or Not Met for Two or More Years] the standard for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the Dashboard, which will allow them to measure and report their progress through the Dashboard user interface. LEAs will collect and reflect on locally available information relevant to progress on that LCFF priority, which will support local planning and improvement efforts.

Fiscal Implications:

None

Contact Person/s: Shari Lovett, Kirk Miller

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Northern United - Siskiyou Charter School	Shari Lovett, slovett@nucharters.org Director	slovett@nucharters.org 707.445.2660

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	
Total Teacher Misassignments	1	
Vacant Teacher Positions	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

Recently Adopted Academic Standards and/or Curriculum Frameworks

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards			3		
Physical Education Model Content Standards			3		
Visual and Performing Arts				4	
World Language			3		

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

- 1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
- 2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

96.9% of respondents to the stakeholder survey agree, or strongly agree that the staff of the school works to build a trusting and respectful relationship with families. With regard to creating a welcoming environment, 93.9% of respondents agreed, or strongly agreed. Learning about each family's strengths, cultures, languages, and goals for their children is also a strength, largely due to the personalized nature of our program. While most respondents felt that our school provides multiple opportunities to engage in 2-way communication using a language that is understandable and accessible to families, we are planning an upgrade to our school communication platform that provides a more integrated translation feature.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

89.9% of Northern United - Siskiyou Charter School (NU-SCS) staff agreed, or strongly agreed with the statement "I am provided professional learning and support in a way that helps improve our school's capacity to partner with families." 87.8% of stakeholders agreed, or strongly agreed that NU-SCS provides families information and resources to support student learning and development in the home. As an independent study program, our teachers are required to meet with families a minimum of once every 20 weekdays to discuss student progress and working together to support student outcomes. While we are successfully implementing this element of building partnerships, our task is to ensure that new staff are trained in best independent study practices, including how to help underrepresented families overcome barriers to success in our program.

69.7% of stakeholder respondents agreed, or strongly agreed that they understand and exercising their legal rights and advocate for their student's needs. This element of partnership building will be an area of focus for our in-house professional development, and the admin team will regularly discuss the needs of underrepresented families and how to overcome barriers they face to understanding their legal rights and advocating for their own students and all students..

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

88.9% of staff respondents agreed, or strongly agreed with the notion that NU-SCS is making progress in the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

79.2% of parent and student respondents agreed, or strongly agreed that they are allowed to effectively engage in advisory groups and decision-making. 78.7% of all stakeholder respondents agreed, or strongly agreed that NU-SCS is making progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Overall, progress has been made in this area since our first year (2018-29). Due to the pandemic of the past year, we did not have any in-person parent involvement in family engagement activities. We did provide Zoom meetings for back to school night, reopening orientation, school sight council, and LCAP meetings, however attendance was not at the same level it had been in the years prior. This could be due to internet issues or other technology barriers, or it could be a communication issue. Our goal, once we are allowed in-person meetings again is to help serve underrepresented families by removing barriers to participation by: ensuring all students who do not have reliable internet or technology at home are provided with a Chromebook and/or hotspot; making it convenient for parents to bring younger siblings to meetings; continuing to provide a Zoom option (as allowable) for meetings; and using a more robust communication and engagement platform, with built-in translation features.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6- 8, 9-12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

- DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
- MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In the 2020-21 school year, no students participated in the school climate survey. This survey is typically administered to students during one of our in-person classes. This year, in-person classes did not begin until March 29th, at which time the focus was on mitigating learning loss, and social and emotional trauma that may have occurred during the pandemic. In the future, we will ensure that a greater number of students participate through not only in-person administration of surveys, but also targeting students with our schoolwide communication app, Google classroom announcements, and prompting the surveys during Zoom classes.

Only 9 parent responses were received, which will be an area of focus for improvement. Of those, 100% responded that: they felt that NU-SCS placed a high priority on their child's safety; they are provided ample opportunities to participate in their student's education; they are satisfied with the facilities available to them; and they are an active participant in their child's education. Similar results were returned with regard to: school staff takes parents concerns seriously; parents feel welcome to participate at this school; and my child's school has created a welcoming environment for all families in the community.

7 staff members participated in the survey. Of those, 6 stated that they feel connected to their students, and that they feel connected to other staff with whom they collaborate. One responded neutrally to both of those statements. Only 4 of 7 were satisfied with the level of support provided to students. We have added actions to our ELO plan to address providing academic support to students, and actions in our LCAP to address both academic support and social, emotional, and mental health supports.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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

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

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

The barriers that we face are usually two areas. The first area of challenge is internet access and the second challenge is transportation. Given that we as an LEA are geographically challenged with our rural students, it is pertinent that we stay abreast of any internet access issues and transportation issues that students may face in interfacing with our online platforms of study or transportation issues in attending college courses or live classes at our learning centers.

We are ever aware of our geographical challenges and the difficulties that may be created for our more rural students. Because of this, we have worked diligently to overcome any barriers that our students and their families may face. Hot spots have been given out to any student in need, this allows students to access all of our online course platforms. Chromebooks and internet access for all students have been a significant area of focus, specifically during the pandemic. NU-SCS has invested in vans in order to better accommodate our rural students and their possible transportation issues. Another manner in which we address transportation issues is by providing bus tickets to students in need. We also provide gasoline for students who may choose to enroll in local college courses or have difficulty attending learning center courses or meeting with their teachers due to transportation hardships.

Additional actions in our LCAP to increase options for enriching course access include: increasing supports to students to help them graduate with UC/CSU a-g eligibility; adding an AVID middle school elective class; hiring a credentialed Spanish teacher; creating a new digital media arts CTE pathway; continuing to offer Zoom classes once in-person instruction can resume; and creating a k-12 coding pathway.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils,					

Coordinating Instruction	1	2	3	4	5
gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>					
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>					

Agenda Item 6.
REPORTS

NO ITEMS

Agenda Item 7.
NEXT BOARD MEETING

Subject:
7.1 Possible Agenda Items

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
Discussion of topics to cover at the next meeting;

Fiscal Implications:
None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 7.
NEXT BOARD MEETING

Subject:
7.2 Next Board Meeting Date: August 12, 2021

Action Requested:
None

Previous Staff/Board Action, Background Information and/or Statement of Need:
The next board meeting is based on the board adopted meeting schedule.

Fiscal Implications:
None

Contact Person/s: Shari Lovett, Jere Cox

Agenda Item 8.
ADJOURN